



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

9TH NOVEMBER 2018

Petra's Message

Dear Parents,

I would like to wish our Hindus, Sikhs and Jains Families a Happy Diwali. The festival, which coincides with the Hindu New Year, celebrates new beginnings and the triumph of good over evil and light over darkness. Diwali is the five-day festival of lights, celebrated by millions of Hindus, Sikhs and Jains across the world.

The children across the ELS have been learning about the celebration and have been making diya lamps (Hindus believe that by lighting these lamps, the goddess Lakshmi will visit them and bring them wealth) and enjoyed creating Rangoli patterns (used by Hindus at Diwali to guide Goddess Lakshmi into their homes). The Stage 2 practitioners looked beautiful dressed up in traditional clothing.

Not only did Stage 4 celebrate Diwali but one of Australia's biggest events "The Melbourne Cup". The children were invited to make head pieces followed by a hat parade as the children in Stage 1, 2 & 3 cheered Stage 4 on. It was wonderful to watch the pre-school children confidently strut their stuff. The Teachers should be so proud of the progression each child has made over the year, they have all played an integral part to the children's journey.

Please may I remind all parents and caregivers of the following dates for our End of Year Celebration and Stage 4 Graduation.

Tuesday 11th December - Stage 1 & 2

Time: 3pm-5pm

Wednesday 12th December - Stage 3

Time: 11am-1pm

Wednesday 12th December - Stage 4

Time: 3pm-4pm - Graduation & 4pm-5pm picnic in the park

Please may I ask all parents and carers to bring a plate of food to share (nut and egg free) and a blanket to sit on for the picnic.

A friendly reminder

Shoes - The children are involved in complex gross motor activities and inappropriate footwear can hinder their experiences and development in this area. For your child's safety and physical development we require that appropriate footwear be worn i.e. no thongs, no crocs or shoes that do not have ankle support. Please provide shoes that are easy for staff to put on and take off (i.e. no laces)

Have a wonderful weekend with your precious children.

By Mrs. Petra Wright, Principal

Stage 1: The Nest & Fledglings

By Ms Natalie Horstman

This week our provocation of "Things that Spin" was extended to a child-initiated concept of "Wheels on the Bus". The children have shown great interest in the song, the actions and the concept of movement, therefore we've listened to them and followed their interest to create this extended provocation.

As part of our new provocation, "Wheels on the Bus", we recycled a box to create a bus, painting with the colours yellow and black. This allowed the children to explore their creativity and develop fine motor skills. During this activity, we identified the parts of the bus that we were painting and practised saying their name, including "wheel", "window" and "door".

To introduce maths concepts into our daily practice, the children were offered wagon-wheel pasta and paint to create patterns on the paper. In addition to the patterns formed by the pre-existing design of the pasta, the children also experimented with rolling the pasta across the paper. We explored the basic concepts of depth, width, and length using this method, comparing the patterns each piece made.

The chalk table created an exciting environment for the children to practise their fist-grip as they helped to draw roads and lanes, for our vehicles. Many of the children enthusiastically created circles on the table but were challenged by the introduction of squares and triangles. Some children chose to try and trace over the existing shapes made by the teachers and others created their own version of each shape, using short lines to mimic the lines on the triangles and squares.

On the light table, we used a variety of shapes that could be connected to resemble 'wheels'. This activity encouraged the use of our cognitive skills as we manipulated the shapes to create a circle. We discussed the name of each shape as we used it, querying the number of sides each shape has and how we connect them to create other shapes.

On a personal note, I've had a wonderful week getting to know your children and I am so excited to be leading the Stage 1 team through their journey of discovery. I've enjoyed meeting you all throughout the course of the week and I look forward to building a strong relationship with each of you.

Have a wonderful weekend.

Natalie, Michelle, Manoela and Heather



Stage 1: Painting with Pasta & Painting Our Bus



Stage 1: Discovering Shapes and Patterns



Stage 2: Chicks

By Ms Nimo Gill

Teaching our children about culture allows for the capacity of reflection. Children learn to reflect upon their own culture, culture of others and culture in general. Our children were so taken when we celebrated The Moon Festival and making mooncakes and using chopsticks that we decided to venture into the Indian culture to celebrate Diwali. Introducing the children to the different aromas of spices, Indian dishes and their cultural traditions in celebrating Diwali. During Diwali, oil lamps and candles are lit to help guide the goddess of wealth into their homes to bring good fortune. Gifts and sweets are shared with family and friends and fireworks are set off. To start off their cultural immersion, the children were invited to make and decorate salt dough diyas for the festival of lights to decorate and light up our room with, the festival is called the 'Festival of Lights' as the battle to win evil was celebrated by lighting up villages.

Children were inspired to create their own rangoli using glue and different types of lentils to make different patterns and designs, reinventing the traditional method of using coloured powder to draw with. The children enjoyed the sensory feeling of exploring the lentils with their hands and we turned the remainder of the lentils into a sensory tub with diyas to explore pouring.

In our Atelier this week, the children explored smelling and painting with different types of spices. We painted with different spices from India, like cinnamon, saffron, turmeric, paprika, curry powder, cumin, star anise, clove and cardamom. The children engaged their sense of smell as they painted and also explored the different colours of the spices.

The children were introduced to the Indian cuisine in the home corner as we transformed it with some beautiful Indian dishes, like samosas, Indian roti bread, curries and rice. We introduced the children to Bollywood music and as they started with a shoulder wriggle, they slowly got into the beat of the music and started shaking to the up beat music.



Stage 2: Light Table Mandalas



Stage 2: Spice Painting



Stage 2: Tumeric Spice Playdough



Stage 2: Welcome to Our Indian Restaurant



Stage 2: Making Divas and Rangoli



Stage 2: Bollywood Dancing



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

A 1939 book titled *Madeleine* by Ludwig Bemelmans took us on a journey to France this week. The Sparrows and Finches seemed captivated by *Madeline*, the smallest of twelve girls living in a Catholic boarding school in Paris. The bravest and most daring of the girls, the story tells of her antics with her fellow peers through Paris. The story is written with rhyming sequences which assist children to experience the rhythm of language, they learn to anticipate following words. It also helps them to understand that words that share common sounds often share common letters.

Having spotted The Eiffel tower in the illustrations of *Madeleine*, our focus soon encompassed the structure and how it is constructed. We noticed the triangulation (geometry) in the metal members of the tower, provoked by this the children set out to create their own structures by anchoring sticks together using play dough. STEM based experiences offer children the opportunity to investigate in a variety of settings and ways. It also allows for interdisciplinary learning for example maths and engineering, learning about the triangulation of The Eiffel Tower and then attempting to create based on what is seen. It also allows children to use trial and error, make predictions and test ideas.

We continued our French theme and STEM based experiences with the children counting frogs using one to one correspondence. They also sorted the frogs by colour, shape and size into ponds and onto grass mats.

During Circle time Ms Natalie stepped in to read a range of books in French, the children eagerly gathered around to hear her stories and sing French songs such as "Frère Jacques." Natalie taught the class basic words and phrases such as, "bonjour, je m'appelle Natalie," the children practiced the phrase and seemed to enjoy listening to each other speak French. They also counted to ten in French.

Our art focused on famous French artists including Claude Monet. The children seemed particularly inspired by a painting titled *Iris Garden at Giverny*. The children used a broad pallet of pastel colours to paint with, particularly noticing the flowers in the famous artist's painting. Other creative experiences included painting and creating collages using the colours of the French flag.

Midweek we tasted a range of traditional French pastry and food including brioche, croissants and crepes. The children cut fruit to accompany our range of pastry. It was great to see the children engaging their self-help skills by cutting fruit using chopping boards and children's knives. Our feast gave the children a small taste of French life.

This week we also took time to celebrate Diwali, the Hindu festival of lights. Diwali originated in India, lasts for five days and marks the start of the Hindu New Year. The children created salt dough candle holders. Firstly, rolling the dough using rolling pins, then cutting it with a circular cutter, then pressing a round into the centre to house the candle. The children then decorated their candle holders using gems and sparkly sequins. This has inspired us to travel to India next week!

Happy Diwali!

Joselyn and Dinali



Stage 2/3: Group Time with Nat



Stage 2/3: Tasting French Food



Stage 2/3: Art Inspired by the French Flag



Stage 2/3: Paintings Inspired by Monet



Stage 2/3: Sorting and Counting Frogs



Stage 2/3: STEM



Stage 3: Kookaburras

By Ms Lauren Hall

This week the Kookaburras continued to explore occupations of interest including doctors and nurses. The children took turns assuming the roles of doctors and patients, using medical utensils to incorporate into their role-play. They studied x-rays, diagnosed each other, prescribed medicine and booked check-up appointments. Using the human body books as reference, the children learned about the major bones and organs that make up our body and how everything functions to keep us moving. We explored how our lungs work using balloons and straws, breathing in to make them expand and out to deflate them. Our sensory experience invited the children to manipulate blood cells made out of cereal hoops after we learned that there are approximately 5 million red blood cells in just a tiny prick of our blood. The human body is certainly interesting and there is so much more for us to investigate together.

This week we learned about the Hindu *Festival of Lights*, called *Diwali*. We discovered that the Indian and Nepalese culture light candles and lanterns as a symbol of peace, and decorate their homes with colourful lights. The children were invited to construct their own candle holders out of salt dough, moulding them with their hands before letting them dry, and decorating them with colourful paint and sparkles. The children also explored mandala designs and used felt shapes to create symmetrical floral patterns on paper plates, enhancing their patterning skills. The class came together to create a beautiful light display in our classroom using the lanterns, mandalas and tea lights they had crafted over the week.

On Tuesday we had an eventful day as the children made fascinators and constructed their own horses to celebrate The Melbourne Cup. The children proudly paraded around the veranda to show the other classrooms their hats and fascinators made of feathers, colourful paper and ribbons. The children were assigned their own numbered horse and we waited in anticipation to find out at 3:00pm which horse won *the race that stops the nation*. Our book of the day told the life story of Phar Lap, the most famous racehorse in Australian history who won several races. To end our special day, we went to the park so the children could race their cardboard horses and cheer each other on. What a fabulous day we had!

Our literacy and numeracy experiences included exploring rhyming words and learning that lots of words sound the same. This allows the children to enhance their understanding of how words are spelled, encourages them to start reading and explore the basic concept of phonics. We continued to explore one-to-one correspondence, sorting, and categorised coloured Lego blocks to make graphs. In the atelier the children continued to practise their scissor manipulation skills to cut out shapes and construct their own cat designs. Inspired by our storybook *Tabby McTat*, the children made stripy, spotty, fluffy and cuddly cats. To incorporate the children's interest in glitter they were invited to create geode paintings, filling their canvas with circles and mixing watercolours to create various hues to blend together. The children then carefully sprinkled glitter around their geode design to represent the crystals inside.

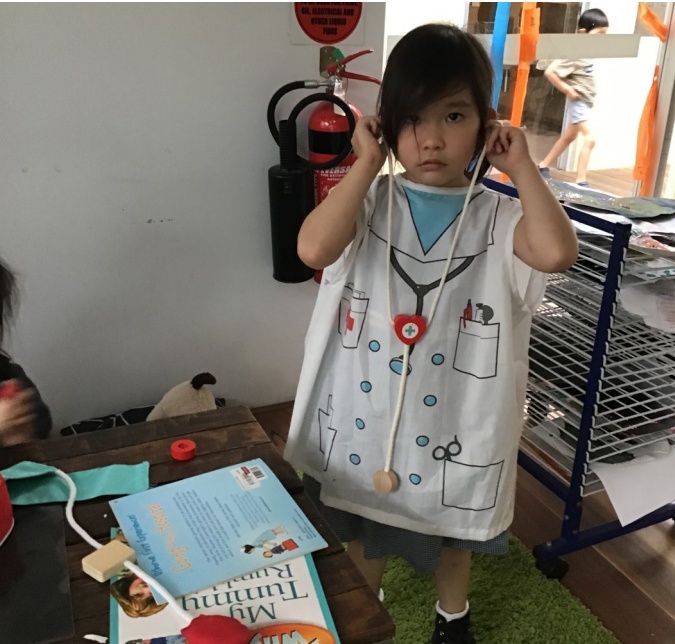
Next week we continue to learn about medical professions, with the children specifically requesting to explore veterinarians. The children are invited to bring in a stuffed animal that they would like to treat in our vet, and are also welcome to share photos of their pets from home.



Stage 3: Creating Glittery Geode Paintings



Stage 3: Exploring Doctors & The Human Body



Stage 3: Cat Designs Inspired by Tabby McTat



Stage 3: Exploring Diwali



Stage 3: Melbourne Cup Photos



Stage 3: Melbourne Cup Photos



Happy Diwali

The Rosellas celebrated a special occasion: "Diwali" or "The festival of light". Diwali is an important religious festival originated in India, and celebrated by Sikhs and Jains; Diwali marks the start of the Hindu New Year. During this festival people decorate their homes with lights and oil lamps, because they are said to bring prosperity into people's home. Diwali is also a celebration of good over evil; a time to have fun with friends and family, exchange presents, enjoy delicious feasts, and watch fireworks displays.

For the Rosellas Diwali meant learning about distant cultures, produce amazing pieces of art that represent different aspects of the celebration, for example reproducing pieces of art in paper and in biscuits that represent the spectacular fireworks displayed during Diwali, create lamps and decorate paper with their feet previously traced and cut out. Very importantly, Diwali provided great opportunities to talk about living in harmony by using kind hearts, gentle hands and effective forms of communication.

Social skills

The children are practising important skills: be respectful and acknowledge differences and similarities between people

- Be respectful to other cultures and their celebrations, for example learn about Diwali
- Acknowledge differences and similarities between people, for example discuss differences and similarities between celebrations such as Diwali and Christmas.

Pre-Mathematics

The Rosellas are learning to recognize and create patterns, which is considered an important skill in pre-mathematics because it helps children to make predictions based on observations.

It is believed that understanding patterns help children to be ready for learning complex number concepts and mathematical operations. Patterns allow children to see relationships and develop generalizations.

Pre-reading and writing

- Learning the initial sound of the letters of the alphabet, reading or retelling own books
- Numbers, and geometrical shapes

Fine motor skills

The Rosellas are practising to:

- Write own name, and copy letters
- Create patterns, reproduce patterns
- 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: Using Squares and Forming Patterns



Stage 4: Forming Patterns



Stage 4: Hat Parade for Melbourne Cup



Stage 4: Talking About Diwali & Making Fireworks



Stage 4: Diwali Celebrations & Discussions



Stage 4: Diwali Lamps



Jungle Yoga

"Earth was created for all of us, not some of us."

Hello parents and carers.

Just a quick word of gratitude for your support of our yoga classes at Reddam. For me, it is so special to have the opportunity of encouraging your children to develop a love for yoga. Each week is a unique experience with my tiny yogis. I love their spontaneity, imagination and smiles in classes. Its magical. Thank you.

I would like to briefly highlight some philosophy that lies behind our Yogic physical exercises. Ahimsa a Sanskrit word meaning non-violence has at its core the value of not wish harm to any living creature. Ahimsa is about the intent, rather than the action itself.

This week we are back with the jungle theme and my aim is to teach children the value of Ahimsa through encouraging kindness and admiration towards animals and all living beings.

Each class began with a discussion about animals and the importance of us as humans to protect and treat them with respect and compassion. The children were very interested and engaged at this topic demonstrating their knowledge and love for animals.

We also talked about us watching rather than touch animals and insects we see in nature.

After our discussion we began our yoga poses and exercises with the "Nurturing your Animal" game, where each child was given a picture of an animal or insect. Children were asked to appreciate the uniqueness of their creature by observing its body shape and colours, to speak words of kindness and to share some affection. The purpose of this activity is to foster respectful behaviour and positive language.

Following up with some body movements, we went back to the jungle walk we have been practicing in previous classes. This time each child was given the freedom to perform a yoga pose associated with their animal and invite the entire group to follow. This exercise tapped into the kids' creative spirits and generated lots of fun.



Maybe because the relative games are quite suitable for children, they have enjoyed the lessons in last several weeks. When the lesson has ended, children always ask to play one more time. Meanwhile, when we do the games, they were so happy to repeat the words we learnt. It shows that designing proper activities are very important for children to access new knowledge. Therefore, I would like to design more proper activities for my lessons.

So far, we have learnt how to say ears, eyes and nose. This week, we will start to learn how to say mouth and hand in Chinese. Children will learn to say those two new words with me by different activities. First, I will say a body part and let children point out their body part. Secondly, we will colour an animal with special mouth followed by choosing their favourite mouth. Afterwards, we will read a book of "Whose Mouth". When we learn about hands, we will play a passing and catching game with a ball.

As for the music, we will choose to sing two songs after we finish our routine questions. Furthermore, we will continue to learn how to sing the body song. This week, children will try to follow the music and do hand copy.

As for children from Chinese background, we will start to learn how to describe the details of an event. Last week, when we shared the stories about Halloween, I found that they could state the stories. However, it seemed it was hard for them to describe the details of their Halloween evening. Therefore, I would like to design some stories. When we have lessons, children can try to say more about the details.



Musical Theatre & Drama





Mini Messenger

FOR FAMILIES

SCREENTIME STATISTICS

We know it's hard to limit screen time and these stats show that you're not alone with the struggle...



50% of children regularly use screen-based devices at bedtime



One in four of these children are reported to have sleep problems related to screen use

A majority of Australian children, across all age groups, are exceeding the current national recommendations for screen time



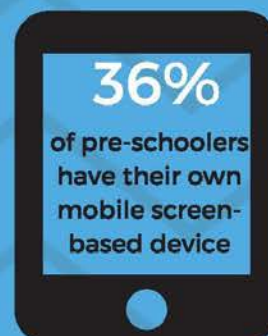
66%

of families report family conflict due to the use of screen-based devices



33%

of parents do not place a limit on the amount of time their child spends on screens



Source: Report: Screen time and kids what's happening in our homes? The Royal Children's Hospital, Melbourne, 2017

50% of toddlers and preschoolers use screen-based devices on their own without supervision

Here are some simple ways to reduce screen time in your home:

For more information on the screentime recommendations for your child check out the Australian 24hr Movement Guidelines

- Be a positive screen time role model – think about the way you are using screens in front of the children, is this consistent with your expectations of them?
- Set limits on screen time have a screen free day each week
- Turn the TV off and music on
- Try not to leave the TV on in the background as this often distracts children from what they are playing
- Get out and enjoy the summer with your children!

SCREENTIME
STATISTICS

HAVE A DAY IN THE
PARK

HAVE A DAY IN THE PARK

This time of year is great for picnics and active play outdoors. The National Parks in Northern Sydney have a number of great picnic spots. You can head to:

Garigal National Park:

- Davidson Park picnic area (Forestville)

Ku-ring-gai Chase National Park:

- Bobbin Head picnic area (Mt Colah)
- The Basin picnic area (Pittwater)
- Apple Tree picnic area (Berowra)

Lane Cove National Park:

- Carter Creek picnic area (Macquarie Park)
- Bakers Flat picnic area (Lindfield)
- Casuarina Point picnic area (Lindfield)
- Koonjeree picnic area (North Ryde)

Don't forget!

- Water safety
- Hat
- Sunscreen
- Water bottle

Check the [NPWS website](#) ahead to plan your visit.

Fun Picnic Blanket Games

- Everyone grab an edge of the picnic blanket and raise it high then send it low shake it fast and shake it slow like a parachute!
- If you have a soft ball or can find some leaves put them on top of the parachute and see how high you can bounce them without falling off!
- Have one or two of the kids sit underneath and feel the cool breeze created by the waving blanket!

Source: www.act.gov.au/goodhabitsforlife

Pack some healthy picnic food

Try a new salad recipe! Search 'salads' at www.betterhealth.vic.gov.au

Or pack a family size lunchbox!

Search 'lunchbox' at nswlhd.health.nsw.gov.au



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Health
Northern Sydney
Local Health District

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