



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

16TH NOVEMBER 2018

Petra's Message

Dear Parents,

As the end of year is fast approaching, the teachers are working very hard to finalise the children's portfolios. The children's portfolio and Tapestry are wonderful reflection tools to your child's learning journey at Reddam. Every child's portfolio will be different as every child is unique and an individual learner, who develops in their own ways and at their own time.

In the portfolios we have captured the children through performing in creative arts. You may ask yourself what is meant by creative arts in early childhood? Creative arts are activities that engage a child's imagination and include activities such as art, dance, drama and music. They stimulate and help children cultivate their abilities across virtually every domain, and they are open-ended activities, fostering flexibility of the mind. And most important of all, the creative arts emphasize the process, teaching children in a world that is progressively more and more product-driven that the method by which you arrive at the destination is as or more significant than the destination itself.

It does not only cultivate children's imaginations, so that they become more flexible and inventive thinkers, but also help to develop their physical, emotional, and mental capabilities. Our ability to move and our coordination is comprised of gross and fine motor skills, and our skill level in these movements are developed throughout our childhood. Varying types of creative arts activities help children to build up their abilities in both categories of motion. For example, when they dance, skip, clap or jump in time to the music, they stimulate the part of the brain that controls gross motor skills.

As such, it is imperative that we work to integrate greater chances for young children to engage in the creative arts, for such measures will provide the foundation for later success.

Have a wonderful weekend with your precious children.

By Mrs. Petra Wright, Principal

Stage 1: The Nest & Fledglings

By Ms Natalie Horstman

This week we are continuing on with our provocation of "Things That Spin". The children have shown great interest in "Wheels on the bus". The children have shown a great interest in transport as this an extension on children's interests we are focusing on "Trains".

Firstly at the round table will be train track for the children to explore and develop their fine motor skills pushing the trains along the track, with sensory exploration with felt grass, showing the concept how things spin. This also encourages turn taking and their exploration of their curiosity, identification of different colours transport vehicles, the sound of the train and movement.

As part of the painting experience the children are invited to do painting with cork screws as this allows children to develop fine motor skills and see visually what a wheel looks like and how it works.

This week children were invited to a painting experience with train tracks and wheels, this allows children to develop their grip and fine motor skills, the children used various colours such as white and green, this also became a sensory experience as the children used their fingertips on the paint to mix the colours together.

On the light table, we have continued using a variety of shapes that resembles to wheels. This activity encourages children to explore their cognitive skills and using their manipulative skills to build and create.

Book area as been set up for the children to find a sense of quiet space to explore the variety of books.



Stage 1



Stage 1



Stage 1



Stage 2: Chicks

By Ms Nimo Gill

The natural world is a playground and place of discovery for children and adults alike. It is a place for adventure, exploration and imagination as well as for fostering deepening care and connectedness with our environment. Leading on from our Diwali celebrations the children have been talking about Unicorns endlessly and working on their colour recognition skills. To combine both their interests, this week we are going to immerse ourselves in a wonderful experience to explore mixing colours of the unicorn and involving some self recognition skills as well.

An invitation to explore unicorns with rainbow rice and playdough alternately. The children first experimented with a small world play invitation with colourful rice, different types of unicorns and alphabets in a sensory tray. The experience encouraged the children to build their imagination and creativity as well as engage their literacy through the alphabets. They responded to the experience picking out different letters and showing them to their educators in their play and told educators about the unicorns making cupcakes with the rainbow rice. We were showered with lots of rainbow cupcakes to share. Through this experience the children were scaffolded by asking them how a unicorn is different? The children pointed out the unicorn horn and how it was colorful than horses. Extending their sensory experience we invited the children to mix their own playdough from different pastel colours of the unicorn. With the playdough they came up with wonderful ideas of making their own unicorn horns and putting the playdough on their heads, the children came up with wonderful ideas extending their learning about unicorns.

Children experimented with colourful pastel paints in the art atelier, exploring painting make their very own unique unicorns. As part of their own facial recognition we talked to the children about what a unicorn's facial features were and allowed them to get creativity with designing their unicorns. Last but not least the detail of the unicorn's horn, allowing the children to realise the difference between a unicorn and other animals, allowing comparison and differentiation in their learning. The children did mention how we do have horns just hair! To extend their experience about the unicorns hair, we engaged in a group experience to mix around some colours to make colourful unicorn hair. Using shaving foams with drops of food colouring we creating streaks when we mixed the colours through. The mixed streaky colours looked just like the unicorns rainbow wavy hair as some of our children observed.

Investigating What a unicorn is? The children explored the different features on the unicorn through stories, literacy and small world play. Learning how the unicorn is a mythical animal typically represented as a horse with a single straight horn projecting from its forehead, allowing them to focus on the difference between a horse and unicorn. Children will explore making their very own horns to use in an imaginative pretend play.

At the Light Table, the children were asked to look closely at what they saw. Children recognised the creature as a horse when they first explored putting the unicorn together with its different parts and as they saw the colourful horn they recognized the unicorn. To extend their play they were encouraged to use small colourful pebbles to decorate and develop their fine motor skills.

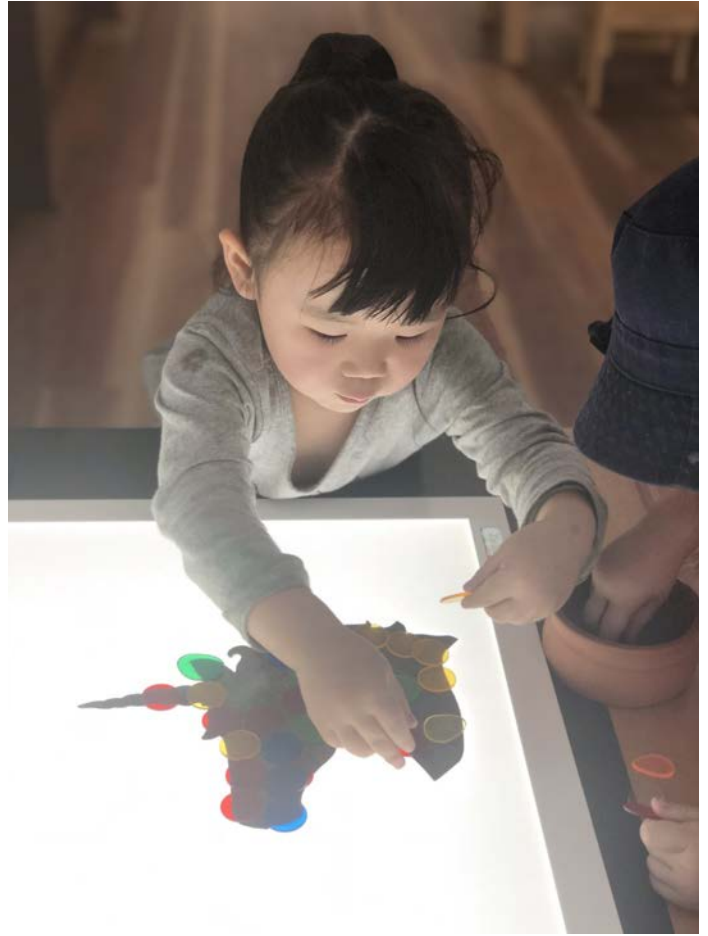


Stage 2: Celebrating Loy Krathong

This week we also celebrated a Thai festival called Loy Krathong, "Loy" means "float", and a "krathong" is a special Thai floating sculpture made particular for this holiday. The traditional krathong is made from a cross-section of a banana tree trunk, which is then elaborately decorated with folded banana leaves and flowers in intricate towering designs. The purpose to the Loy Krathong festival is to pay respect to the river. Loy Krathong festival is an ancient Thai tradition, which is takes place on the evening of the full moon of the 11th month. We made our float in layers and with some beautiful collage materials. Miss Fern talked about the culture and history of the festival and how she celebrates it. Then the children set around our make shift river and let out floats and some flowers into the water.



Stage 2: Light Up Unicorns



Stage 2: Unicorn Rainbow Hair



Stage 2: Sparkly, Scented Rainbow Unicorns



Stage 2: Small World Unicorn Adventure



Stage 2: Magical Glittery Unicorns



Stage 2: Pin the Horn on the Unicorn



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

Last weeks celebrations of Diwali resonated with the Sparrows and Finches with such intensity that this week our country of focus naturally became India, Diwali's country of origin. We continued to explore some of India's customs, traditions and celebrations. India has a rich multicultural and multilingual population which is reflected in its many festivals and celebrations. Some of the festivals include Diwali-the festival of lights, Holi-the festival of colours, Dussehra-the triumph of good over evil, Navratri-the nine days of fasting, faith and devotion and Durga Puja- of prosperity, goodness and devotion to name a few. We quickly discovered that some of the celebrations often involve fasting, feasting on traditional food, giving of gifts, dancing, music and fireworks or lights such as candles.

The children drew motivation from discussions of fireworks during circle time and transferred this newly found inspiration to the art easel. "How can we paint fireworks?" was the question asked. Armed with a very colourful pallet the children dipped cardboard rolls which had slithers cut from the ends, into their paint and stamped them across dark blue paper. This offered the effect of fireworks exploding across the page! Using unconventional tools to experiment with in art experiences offers children an opportunity to explore, experiment and simply try new things.

India produces a wide variety of spices which are used in traditional Indian cuisine. Spices are added to food in different ways, some are used whole, while other spices are chopped, ground, roasted, sautéed and fried. Turmeric powder, ginger, cumin, saffron and mustard were some of the spices we investigated, discovering that they all were very different in appearance and smell.

Infusing spice with water we discovered that we could create our own paint and experimentation was an important part of this experience. The children discovered that the more spice that they added to their water, the denser the texture of the paint became, and the more water added meant that the consistency of the paint became more fluid. It was so amazing to watch the children experimenting with the different spices and textures, mixing adding and stirring, with their artworks reflecting their efforts.

Towards the end of the week Dinali brought in a range of brightly coloured shawls for the children to wear. The Sparrows and Finches seemed excited as Dinali exhibited how to wrap the shawls around the torso and upper arms. The children then danced to Indian themed music as Dinali demonstrated traditional Indian dance moves.

The children continued to make their Diwali salt dough candles this week as it was such an enriching experience last week. Rolling out the dough and then cutting their shapes using circular cutters, they then pushed a candle into their creations and finally decorated their candle holders using coloured sparkly gems, glitter, sequence and glass beads. The Sparrows and Finches were so proud of their precious creations and so excited to take them home to show their friends and family.

Enjoy your weekend!

From, Joselyn and Dinali



Stage 2/3: Making Rangoli Using Coloured Rice



Stage 2/3: Printing Fireworks



Stage 2/3: Spice Painting



Stage 2/3: Shawl Wrapping & Indian Dancing



Stage 2/3: Making Tea Candle Holders



Stage 3: Kookaburras

By Ms Lauren Hall

This week the Kookaburras are continuing with their interest in doctors, nurses and veterinarians. In the dramatic play area, the children have cared for various types of animals, from dogs to cats, frogs to turtles, monkeys to crocodiles. The children used the medical utensils and bandages to treat each animal before comfortably placing them in their recovery baskets. It was beautiful to observe the children act with such care and compassion as they pat the animals better. Our books of the week included *At the Vet*, *Flip Flap Pets*, *Scallywag*, and *What I Love About Guinea Pigs*. These stories inspired our art experiences where the children cut and glued paper shapes together to make dog pictures, and painted stones to turn into guinea pigs of all breeds. During group time numeracy was incorporated as the children voted for their favourite pets. It was hard for them to pick just one, but the children made their decisions with the goldfish being the clear winner, with 9 votes out of a possible 25. We will continue to explore the children's interest in animals next week, focusing on how zoos are constructed.

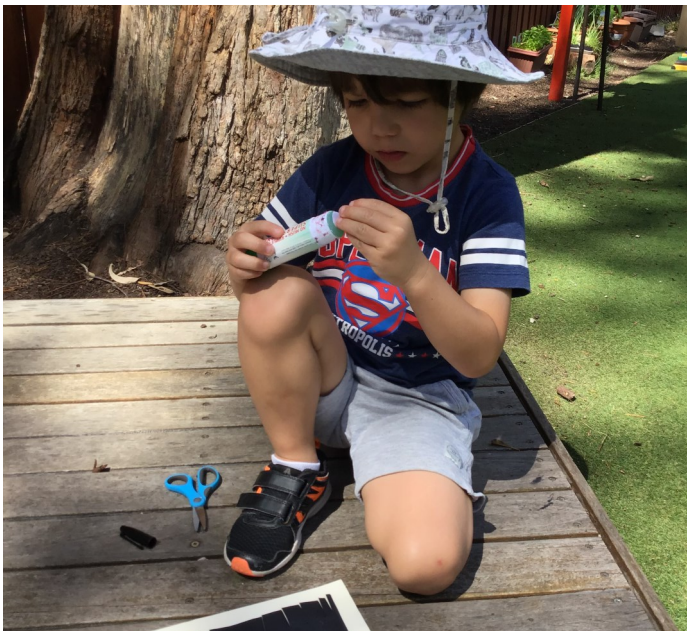
WE HAVE WORMS! 500 worms to be exact! Thanks to a generous donation from our local Bunnings, we have installed a "worm café" in our courtyard. The children have taken on the responsibility of collecting their fruit and vegetable scraps each day, which the worms will turn into poo and wee. It will be used as a natural fertiliser to keep our garden nice and healthy. We read a book called *Yucky Worms* by Vivian French and learned interesting facts such as how worms make tunnels in the soil so the plants' roots can spread out. We also learned that it's a tough life being a worm because most animals including birds want to eat them. As the children engage with our worm café each day they are learning about sustainable practices and how food can be repurposed rather than wasted. Our families are also welcome to bring in their fruit and vegetable scraps. No citrus fruits or pineapple please as they are too acidic and will burn the poor worms. Next week the children will investigate good and bad foods to feed to the worms through a fun and interactive game.

To extend on the human body we've been exploring our five senses - taste, touch, smell, sight and hearing. To explore taste the children had a great time making their own lemonade. Although this was a laborious task, the children were determined to squeeze every last drop of juice out so we could mix it with water and honey for a refreshing drink with our lunch. The children were invited to taste the lemon skins once they were finished, making hilarious faces as they reacted to the sour taste. To challenge their hearing the children listened to various instruments and the sounds they make. The children impressed with how many instruments they could identify, but there were also a lot that stumped us. The Kookaburras have also explored sight as they constructed cellophane windows, learned new adjectives to describe the objects they touched with their hands (e.g. smooth, rough, soft and spiky,) and used their sense of smell to explore flowers and spices.

What a wonderful week of learning we've had together in our classroom!



Stage 3: Constructing Dog Pictures



Stage 3: Sense of Taste - Making Lemonade



Stage 3: Sustainability: Building Our Worm Cafe



Stage 3: Our Animal Hospital



Stage 3: Contructing Guinea Pigs



Stage 3: Voting For Our Favourite Pets



Stage 4: Rosellas

By Mr Luan Oliveira

It has been a delight watching the Rosellas so engaged and enthusiastic in their learning and continuous self-improvement this week.

As the year-end gets closer, we have seen our children gradually attend orientation for their kindergarten school and as much as we are sad to see them go, we are very proud of their achievements and keep instilling the use of their warm hearts, kind words and gentle hands; also emphasising on the importance of respect (for self, others and the environment) and good manners.

Following the children's interest in artists, we discussed the patterns and sequences found in a beautiful piece of artwork belonging to an Aboriginal artist: Eileen Bloomfield P.

In pre-mathematics the children developed their own sequences with objects, through storytelling and using the life cycle of the tadpole and hungry caterpillar. The children have embraced this and are ready to be extended.

Have the most wonderful weekend!

Luan and Lucia



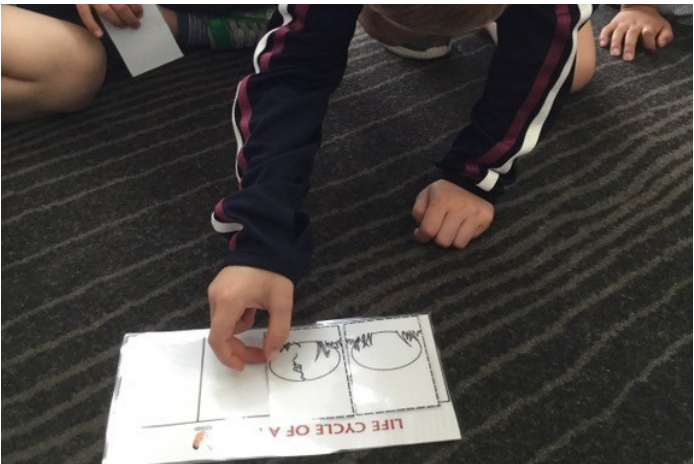
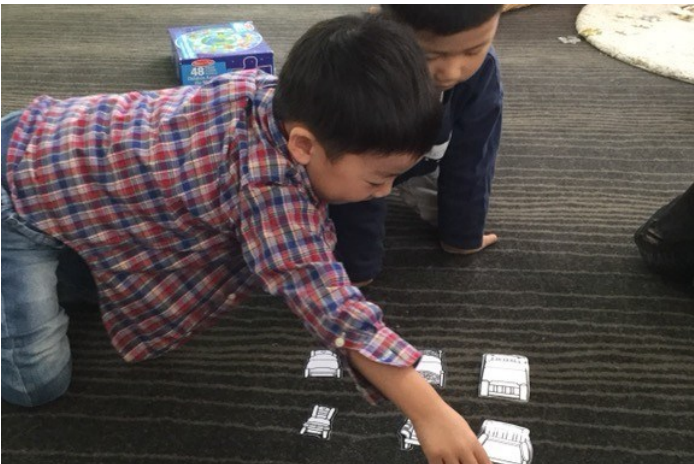
Stage 4: Can You Make the Same Pattern?



Stage 4: Basic Addition



Stage 4: Sequence of Events



Stage 4: Practising Our Cutting Skills



Stage 4: Creating Our Alphabet Caterpillar

