



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

23RD NOVEMBER 2018

Petra's Message

Dear Parents,

"Lateral thinking, comprehension and innovative application of skills and concepts form the three pillars of the Inspired Approach to Education" Marianne Valentine

Within the INSPIRED Global Group of schools many different national and international curricula are implemented. Over the past year I have had the pleasure of working closely with Marianne Valentine who has lived and worked in Reggio Emilia as an early years educator for 20 years, Marianne has deep, first-hand knowledge of both the Reggio approach and the IB inquiry based curriculum.

Marianne has been working on documentation for "An Inspired Education" that nurtures, sustains and develops the full potential of each child in its care and supports them in becoming successful and relationally competent contributors to a global society. This begins with and is reflected in our philosophy and practice of our Early Years Education Approach.

We both strongly agree that within the many cultures of education there is a key role played by literacy and mathematics and this is reflected in our educational philosophy and practice. While we do not believe that young children should be forced to develop these skills early we do believe that they should be given every opportunity to explore their curiosity for these skills and use their knowledge and experience to construct understanding and relationships regarding the world around them. As well as short teacher guided exploratory activities, songs and games children should first and foremost be given every opportunity to make connections with language and number within authentic situations as well as symbolic and imaginative play based contexts such as message writing, functional writing contexts and mathematical problem solving,

The emphasis must be on children exploring reading and writing to learn about and connect with the world around them rather than simply learning the technicalities of reading and writing in isolation. Literacy and mathematics, like all of children's symbolic languages should be explored in an inter-disciplinary and inquiry led, play based manner.

Have a wonderful weekend with your precious children.

By Mrs. Petra Wright, Principal

Stage 1: The Nest & Fledglings

By Ms Natalie Horstman

Following on from last week's interest in nursery rhymes, this week we have been focusing on "Old McDonald Had a Farm". During group times we have been doing a puppet interpretation of the nursery rhyme with different kind of farm animals. The book of the week was also "Old McDonald Had a Farm"...this caused much excitement among the children!

We listened to the different sounds of farm animals which allowed the children to identify different types of animals. The cow and dog seemed to be the favourite amongst the children.

As part of our sensory experience the children were invited to manipulate the playdough and create farm animal shapes into the playdough. This allowed the children to explore their sensory, fine motor skills and fingertip grip.

In the atelier the children enjoyed watching the effect the animals made in print painting, allowing the children to explore the different types of animals by developing their fine motor skills through creativity.

At the light box we are continuing on with the variety of shapes for the children to explore shape sorting, manipulating shapes to create a circle and how to connect them together.

Natalie , Manoela , Michelle, Heather and Grace



Stage 1



Stage 1



Stage 2: Chicks

By Ms Nimo Gill

This week the children were inspired by our previous week's experience of the unicorns' colourful rainbow hair. We decided to explore rainbows this week as the children were talking a lot about the colours and how they look like rainbows. We explored how rainbows are made, their different colours and the children were introduced to process art through an invitation to do a rainbow squeegee painting. By squirting the colours of the rainbow on to their paper, the children used a squeegee to explore their painting process. The children experimented with different ways of moving the squeegee back and forth, as the colour spread they painted their very own beautiful rainbow.

Children were encouraged to extend their experience by matching the colours to the rainbow to learn their colour pattern on the light table by organising and stacking colours cups to engage their fine motor skills. Fine motor skills being an essential part of their development we moved on to explore stringing pasta and using pipettes. The children were challenged to string rainbow coloured pasta to develop their fine motor skills, having two different sizes of pasta one smaller than the other to challenge our younger and older children. With guidance and support, our children preserved and loved the experience, being very pleased with their end result. The children had the colours of the rainbow set out for them and using pipettes they squeezed the different colours out onto the shaving cream shaped in a rainbow.

With gross motor being a big part of their development we invited them to explore jumping and touching our balloon rainbow. The children loved the experience as they first walked in the door to see the rainbow of balloons hanging in the room. As they engaged in their gross motor development, their educators scaffolded the children's learning towards literacy asking them what colours they were reaching for. The children were fascinated by how the balloons were swinging, bouncing and flying around. To extend their learning, we followed on to allow the children to observe and investigate rainbows through science as we conduct the Skittles rainbow experiment, as we lined up the skittles in a circle we slowly poured warm water in the plate. As the colours dispersed the looks of curiosity passed the children, we talked about how the warm water reacts with the skittles to releases its colours and shine a beautiful rainbow.

Following our science experiment we dove more into science by allowing the children to experiment with rainbow ice and salt. Our children were invited to sprinkle salt over rainbow ice to observe its reaction. We talked about how salt makes ice melt differently and how it melts ice at much cooler temperatures. So, wherever the salt touched the ice it would melt faster than the rest of the ice. The children observed the different colours, how the ice wasn't smooth as the salt made it have a different texture. Through this experience the children initiated colour mixing, feeling the different textures by rubbing the ice on their arms and as they rubbed the ice on their arms they followed on to use the colours in the ice to dye their arms different colours.



Stage 2: Frozen Rainbow & Salt Experiment



Stage 2: Dancing Rainbow



Stage 2: I Can Paint a Rainbow, Too



Stage 2: Ink Drop Rainbow Experience



Stage 2: Rainbow Experiment



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

Our literacy focus "Pinocchio," by Carlo Collodi this week lead us to Italy. The book was written 130 years ago and set in Florence, the story tells of a carpenter who carved a puppet from wood and the puppets journey through life. After reading 'Pinocchio,' we were inspired to investigate different types of puppets found around the world. Japan is the home of bunraku tradition, Vietnam developed the unique tradition of water puppetry, shadow puppets originated in Indonesia and in Medieval Italy marionettes were used. Continuing our focus on puppets we read puppet versions of stories including 'The Princess and the Dragon' by Audrey Wood and 'There Was an Old Lady Who Swallowed a Fly.'

Motivated by talk of puppets the Sparrows and Finches created their own paper bag hand puppets, the children used coloured goggle eyes, yarn and coloured paper to decorate. It was so wonderful watching the children design their puppets and then dancing their puppets around the room in character.

The creativity continued as the children investigated a range of herbs typically used in Italian cooking. Firstly, engaging their senses then using magnifying glasses to explore the basil, parsley and rosemary. the children then used the medium of water colour to paint their interpretation of what they saw.

Continuing with our exploration of herbs, we created herb bread. This enabled us to inject math concepts into our program as we learned about quantities, measuring out our dry ingredients and capacity half, empty and full. These concepts lay the foundation for future learning in maths.

Throughout the week the children had the opportunity to make pasta using an Italian pasta machine. We made the dough, rolled it flat and the children took turns putting it though the machine. Turning the handle whilst holding the dough was not such a difficult task. The pasta machine was such a hit and the range and quality of the tagliatelle, linguine and fettuccine created was impressive.

Following discussion around Italian food we discovered that a favourite was pizza, this lead us to make our own vegetarian pizza. Using flat bread as our base we spread tomato paste onto the bread and then topped it using herbs of course, cherry tomatoes, mushrooms, pineapple and mozzarella cheese. The best thing about this provocation is that it always leads to food tasting. We had a blast eating our bread, pasta and pizza this week.

The home corner area transformed into a local Pizzeria this week serving only the finest of pizzas. Petra was invited in to taste our vegetarian selection of pizzas with a cappuccino on the side!

Have a fantastic weekend.

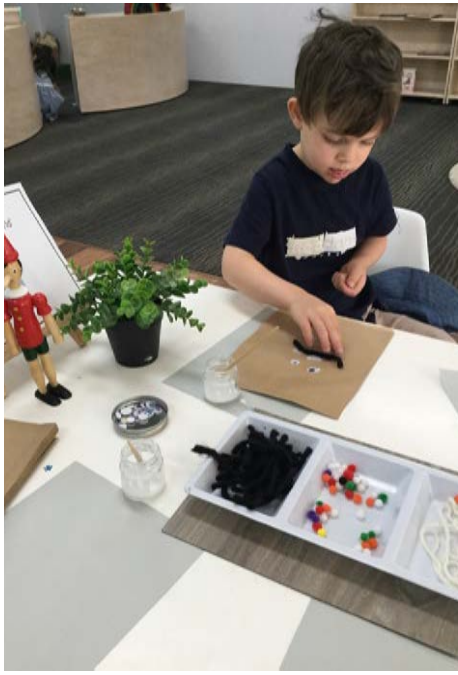
From, Joselyn and Dinali



Stage 2/3: Pizzeria



Stage 2/3: Making Puppets & Puppet Show



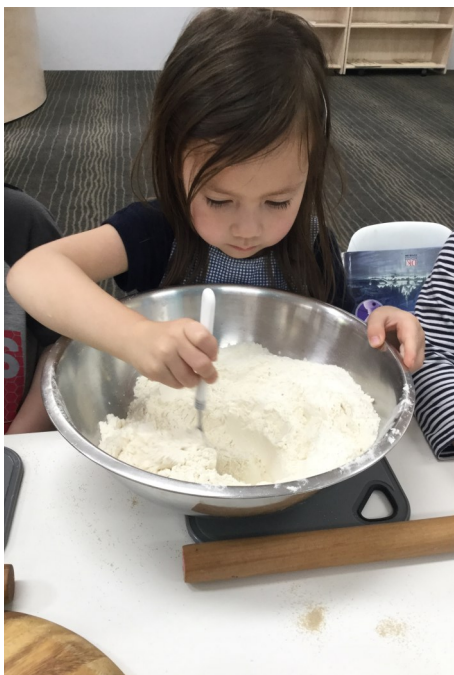
Stage 2/3: Painting Herbs



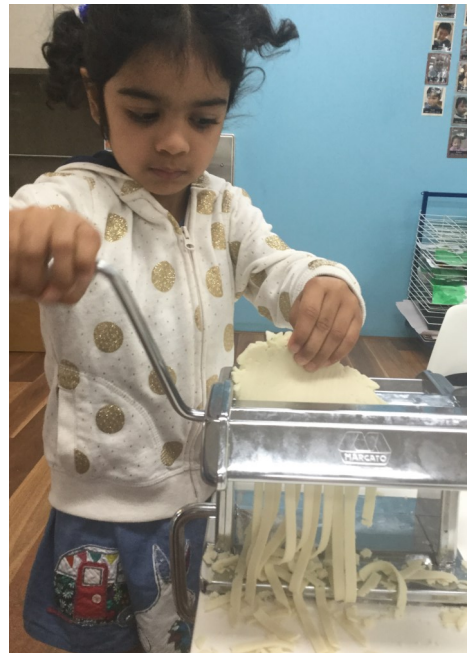
Stage 2/3: Making Pizza



Stage 2/3: Bread Making



Stage 2/3: Making Pasta



Stage 3: Kookaburras

By Ms Lauren Hall

The Kookaburras showed so much enthusiasm for pets last week and we are extending on this interest by learning about the zoo, and taking on the roles of zookeepers. We started with a story called *What the Ladybird Heard on Holiday* by Julia Donaldson, that takes place at the London Zoo. We discussed how each animal has its own enclosure and how they must be separated in case they want to eat each other. The children then studied the Taronga Zoo map and shared stories about their recent visits. We talked about how there are many paths that lead to the various animals around the zoo and how we could locate them on the map by identifying each animal-shaped symbol. The children then continued to explore the concept of maps by drawing their own, adding their favourite animals and attempting to write each animals' name. The children included so many details, expressing their ideas and understanding of the zoo's layout.

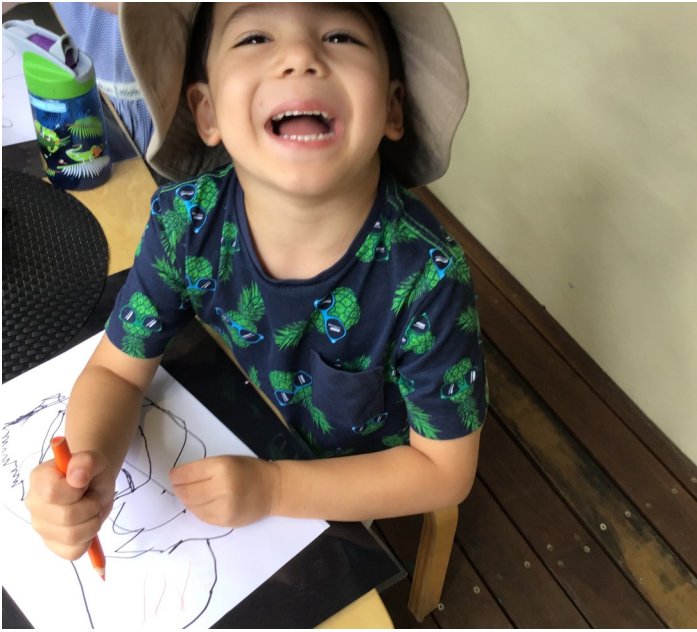
When the children shared which zoo animals were their favourite, they mostly chose African animals. We read *Flip Flap Pets: Safari* which featured a lion, giraffe, crocodile, warthog, flamingo, antelope, buffalo and hippopotamus. The children included these animals in their drawings and we researched more information about Africa such as The Victoria Falls (the largest curtain of water in the world.) We were surprised to learn that there are many parts of Africa that are quite lush with greenery and have rivers running through them, as Africa is usually depicted as dry and desert-like. The most alarming fact was that the hippopotamus is one of the more dangerous animals in Africa, killing an estimated 3,000 people each year. The hippos may look awkward and clumsy, but their jaws are oh so powerful.

In the construction area the children worked together to build a zoo using wooden blocks, plants, natural materials, and the animal figurines. The blocks were used to make many enclosures for each type of animal to live in. The large cats (lions and cheetahs) lived in one area, while the crocodiles lived nearby. All of the sea animals were grouped together at the other end of the zoo which included a daily seal show! The children even installed train tracks so that the visitors could ride the train around the zoo "*when their feet got too sore from walking.*" The children have such brilliant ideas! The zoo construction has been revisited throughout the week, with the children adding more details such as hand-made animal signs, the high ropes course, a carpark and the Sydney Ferry. Our animal flash cards have also been used to play "Animal Heads," where the children took turns giving each other clues about the animal they were assigned. This was a tricky game at first as it was hard not to give the answer away, but the children quickly learned how to give clues that described each animal, learning new adjectives to expand their vocabulary.

Our worm café is very popular with the children as they remind each other to save their fruit and veggie scraps so we can cut them up and feed them to the worms at 3:30pm. We know that apples and pears are good for the worms while oranges and lemons are not, but what about the other food on our plates? The children were invited to participate in a game where they categorised good and bad foods to feed the worms. As the children placed their food item on the posters, they explained their reasoning. They learned that chilli, onions and garlic will sting the worms, and that meat and fish will smell and won't break down in the soil. Carbohydrates such as breads, pasta and rice are also not the best. Most green fruits and vegetable are fine as well as ground up egg shells which enrich the soil with calcium. A big thank you to all of our families who have contributed their scraps this week. Our worms will be nice and plump in no time.

"Learning is about providing experiences of interest for children, to be motivating and to help them acquire skills, information and understanding." – Kathy Walker

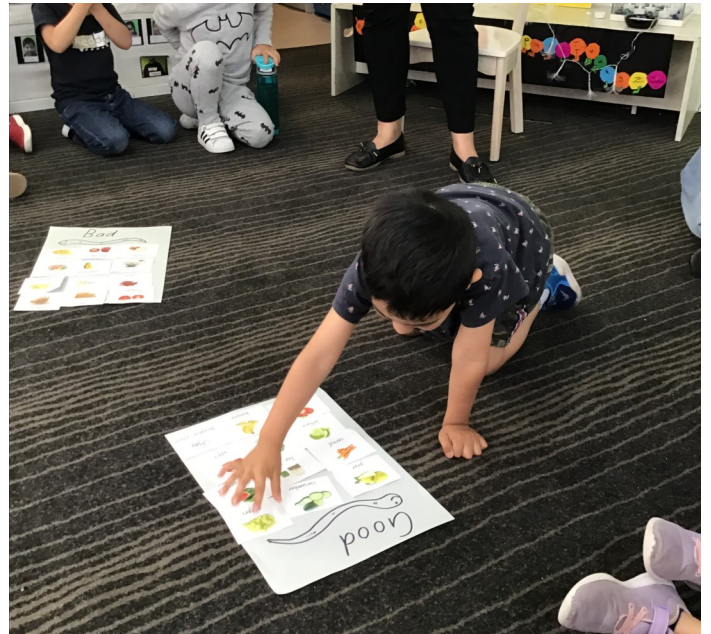
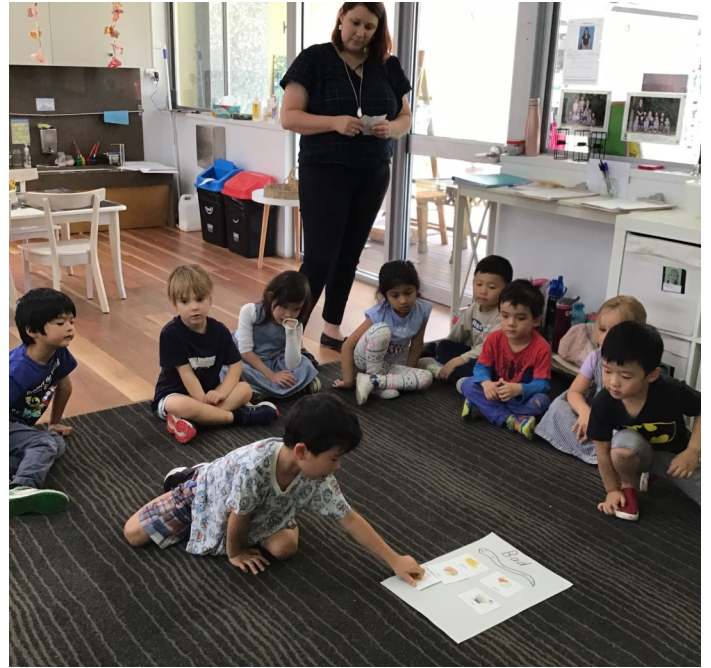
Stage 3: Exploring a Map of the Zoo



Stage 3: Constructing Our Zoo



Stage 3: Exploring Good & Bad Food for Worms



Stage 3: Exploring African Animals



Stage 3: Making Our Own Zoo Signs



Stage 3: Playing 'Animal Heads'



Stage 4: Rosellas

By Ms Carmen Jarratt

This week The Rosellas are continuing with the preparations for the Graduation Ceremony and being ready socially, emotionally, and academically to "Big School".

Social skills

The focus this week has been placed on listen effectively and follow class rules, which include gentle hands, kind heart and walking feet.

Emotional skills

The focus this week has been placed on positive behaviour, which includes positive interactions with peers and educators. We have also discussed a very important aspect of maintaining a positive relationship: set limits and maintain respect at all times.

Academic skills

The children are consolidating some pre-mathematic concepts such as number recognition: one to ten, quantity: one to ten; shape recognition, number order: first to tenth, pattern and visual discrimination. Writing letters, numbers, own names, and copying words are learning experiences that are extremely popular among the Rosellas, everybody is showing fascination for this amazing world of literacy they are starting to experience.

Language skills

The Rosellas are expanding and consolidating their language skills by participating in learning experiences that include shared book reading episodes, during which they read books from the library and special books children bring from home to share with their peers. After every book the children are encourage to ask questions about the book, characters or places of their interest, in general to recapitulate the book and discuss it.

Children's interest

The children are encourage to participate in the decision making of the program of the day, and to produce a "to do" list. In this "to do" list the children contribute with ideas about the learning experiences they want to participate in. For example, this week's "to do" list included "Pirate's boats", "Pirate's treasure hunt", which reflected the interest in "pirates" shown by the children. The list however also included "butterflies" painting and "butterfly" masks, ideas that were happily accepted by everybody.

Friendly reminders

Please arrive before 9am, it is very important for the Rosellas to be present when the school readiness program starts.

Have a lovely weekend,

Luan and Carmen

Stage 4: Making Origami Paper Boats



Stage 4: Testing Our Origami Boats



Stage 4: Making Butterflies & Butterfly Masks



Stage 4: Interpretation of Animal Pictures



Stage 4: Pre-Literacy Skills



Stage 4: Making a Pirate Ship



Stage 4: Sharing Books from Home



Shape Yoga

"The object of art is to give life a shape – William Shakespeare"

Namaste from the tiny yogis!

This week we continued on exploring the concept of shapes through movement.

To begin we practice a breathing exercise where children had to imagine their bellies were balls. Through breathing deeply, children would fill up their balls as big as they could. I asked children to place their hands on their bellies to have the sensation of the abdominal area moving up and down. This exercise will support children on building body and breath awareness.

To reinforce children's learning on associating shapes with some yoga poses, we repeated the previous exercise where we explored creating shapes with our bodies. Again, I set up as props a variety of cards displaying shapes and colours where children were asked to choose one figure and subsequently I would demonstrate two yoga poses, one representing the shape and another its colour. Children demonstrated great skills following the physical exercises and memorising postures as we repeated few times.

Following up this lesson with some fun, I engaged children in a yoga story about a mountain that enjoyed playing games pretending to be a vary of forms. The story ended with the mountain becoming a sleeping star shape, then children laid on their backs and waited patiently for their face feathery tickle.

Peace and Love,

Tati



Playball

By Ms Lauren Guttman

Hi champs!

We warmed up with the "Playball crane" game where we sat upright with our hands behind our back and a ball between our feet. Every time Lauren blew her whistle, we lifted the ball up to the sky – our tummy muscles got such a workout!

Guess what Lauren brought to Playball today.....AFL balls – can you believe it!!

We bounced the balls noticing that they bounce all over the place. We threw the balls gently to the sky and tried our best to catch the ball. We placed the balls above our heads and learnt how to do "overhead" passes.

We worked with a partner and stood opposite our "friend" and practiced throwing and catching our AFL ball. We know that if we are standing **close** to our partner, we throw the ball **gently**; if we are standing **far** from our partner, we throw the ball a little **harder**

We placed the ball on a ball holder and gave the ball a big kick. These AFL balls are certainly very different to the usual balls we play with at Playball.

We did "throw-ins" and drop kicks and then Lauren positioned us in a circle and she stood in the middle of the circle. She threw the AFL ball to each of us so we had to stay focussed and concentrate at all times. We then stayed in our circle and passed the ball from one friend to another – going faster and faster and faster.

We placed our AFL ball on a "flip and catch" and stepped on it....the ball "boofed" right up to the sky. We had such a good laugh! Some of the balls flew all over the place.

Such cool AFL players!



The Nest/ Fledglings

This week the children participated in a number of teacher led movement and drama activities involving props and music with the theme of animals. They used their imaginations to go on an adventure meeting and discovering animals big and small, through puppets, books, poetry and teacher in role. A rhythm was introduced using clapping as a call and response as the teacher led them through the Zoo. A bird whistle and a slide whistle were also used allowing the children to explore different levels and shapes with their bodies as well as imitating the animals that were displayed in the books.

Stage 2

Continuing with the theme of Animals, this week Stage 2 went on an expedition, with the teacher in role as an explorer. She began by reading out a poem about an animal, emphasizing key words that they would explore later. Stage 2 love the teacher being in role, they said it makes the drama more believable! The children focused on a number of key drama techniques including mime and thought tracking as well as exploring their emotions. They used facial expressions and body gestures to convey animals, creating shapes of any objects or animals they saw on the way (a hut, tree, boat, snake etc.)

Stage 3 & 4

This week Stage 3 and 4 visited a make believe land and meet a number of characters related to the Alice in Wonderland Story. The children developed the story, using their imagination, voice and listening skills to help the main character in the story.

The children began by answering a number of questions related to Rabbits

Have you ever seen a rabbit?

Have you ever had a rabbit as a pet?

What do rabbits look like?

What do rabbits eat?

Where do rabbits live?

How do rabbits move?

Do rabbits have long ears or short ears?

The teacher then went into role as the white rabbit exploring the concept of being "late"

Using the tunnel the children followed the rabbit down the rabbit hole arriving at the tea party. They played charades with cards to focus on MIME. The class was split into 2 groups, one performed whilst the other watched. Each card was coloured, Red = Action, Green = Object Blue = Animal. The children used their body and facial expressions to showing the audience what was on the card.

Next Rhyming words were introduced at the Mad Hatters Tea Party. Words were placed in a hat in the middle of the table and each child had to use the word they had picked to finish the sentence and make up a new one (e.g. they picked the word Cat, Twinkle Twinkle Little Cat, why are you hiding in the Mad Hatter's Hat)



Last week, we did a review lesson about body parts. We repeated all words we learnt and coloured a cute dog with different colours. Stage 4 children also drew a face picture. The children were very excited to colour the dogs with their favorite colours. They told me that they would show the picture to their parents.

Although we have finished the topic of body parts, we will continue to review the words. This week, I will bring a potato man for children. We can review those words by doing activities with the potato man.

From this week, we will start a new topic of transport. We will kick off the topic with learning how to say airplane and train in Chinese. I will prepare transport toys and puzzle for children. When we have lessons, we can use them to make the lesson fun.

Speaking of songs, children could sing the happy song, little rabbit song, two tigers and pulling radish song quite fluently. Therefore, we will start to learn a new song this week. The name of the song is searching friends. The rhythm is simple and lyrics are easy to remember by doing hand copy.

As for children from Chinese background, we did not finish the story about Carl. So we will continue to read the story followed by discussion related topic.



Musical Theatre

