



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
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30TH NOVEMBER 2018

Petra's Message

Dear Parents,

I cannot believe this will be the second last newsletter for 2018. It has been a phenomenal year here at Reddam Lindfield. We are looking forward to celebrating with you at our end of year celebration and picnic.

We have enjoyed discovering and meeting new friends, teachers, arrivals of baby siblings and had plenty of fun learning through exploration and play. The children have been engaged in every activity the teachers have planned out for them. It has been wonderful to witness the strong bonds each stage has formed within their peer group. The children nurture one another and have respect, that as individuals, each one of them have their own preferences and styles. Non-judgmental.

Next week the children will be learning about Hanukkah, the Jewish festival of rededication, also known as the festival of lights. This is an eight-day festival beginning on the 25th day of the Jewish month of Kislev. The teachers have planned informative group times for the children and the pre-schoolers are looking forward to baking some delicious traditional food.

Please can I encourage all members of our families to provide new and interesting ideas to the schools programming through Tapestry? This can be done in the form of sharing photos and anecdotes, family trips away, birthdays, family celebrations, visits to attractions or general information about a topic your child/ children are particularly interested in.

Wishing all our Jewish families a Happy Hanukkah. May love and light fill your heart and home at Hanukkah.

Have a wonderful weekend with your precious children.

By Mrs. Petra Wright, Principal

Stage 1: The Nest & Fledglings

By Ms Natalie Horstman

Following on with our provocation "Nursery Rhymes". The children were introduced to "Five Little Ducks". The song, *Five Little Ducks Went Swimming One Day* is always a favourite, it's great for practicing numbers and introducing the concept of subtraction, as each little duck swims away.

During group times we have been doing a puppet interpretation of the nursery rhyme with Mother Duck and the Five Little Ducks.

In our sensory experience we manipulated rice and practised our pouring skills, pouring rice from one cup into another. During water play we incorporated things that float, just like our ducks!

The children enjoyed making yellow play dough incorporating the colour of the ducks. This allows children to develop their sensory and fine motor skills.

This week the children have shown in interest in babies and bags. There is an area that is set up for the children to explore their interest with the babies.

At the light table we have followed the continuation interest of the children with yellow shapes.

Have a wonderful weekend,

Natalie, Manoela, Michelle, Heather and Grace.



Stage 1: Painting Ducks Using Cottonwool Balls



Stage 1: Five Little Ducks Puppet Show



Stage 1: Sensory Play - Pouring & Transferring Rice



Stage 2: Chicks

By Ms Nimo Gill

The children have been talking a lot about their interests this term which has led our Provocations about unicorns and rainbows. As we explored birds in our Provocation last term, we decided to go back and concentrate on flamingos as our children have been recently talking about them a lot. We started off with learning interesting facts about the flamingo like how the Greater Flamingo is the tallest flamingo and the legs of adult flamingos are longer than the flamingo's body. As the children have been interested in exploring and mixing colours this term, we incorporated this by talking about the different colours a flamingo has. Flamingos have two types of colouration, which are crimson and pale pink. Setting out different colours of paint for the children to explore, they mixed the colours to achieve the different shades of the flamingo. To extend their learning we then talked about how the feather colouration is derived from what the flamingos eat, and how they live in water and are water birds.

To inspire the children to imagine what a flamingo's habitat is like, we invited the children to explore sensory pink moon sand with different forms of flamingos. The children were able to use imagination to create a small world play with the flamingo and extend from there. Some created small houses "for the little babies" and said "The mummy will look after them". The children used blue and green pebbles to make some make-believe water where the flamingos go to swim. Their creations in exploring and storytelling in their pretend play was then extended by outdoor sensory play, where the children said they were giving the flamingos a bath and using the scissor scoopers to catch all the baby flamingos.

Painting has always been a very welcomed experience for the children. To allow them to take it to the next step, we extended on our method of process art from last week. Allowing the children to first paint their flamingo will be introduced to doing process art by taking the art through a process of building it up one step at a time. Firstly, by starting with pink paint for the flamingo base then using different pink materials to create a second layer of texture to their flamingo. During this art process the children were quite taken with feeling the feathers and gently running it down their cheeks to feel the softness.

Exploring the home corner, the children have been little chefs lately, bringing their Teachers their daily coffees, teas and cookies! Now that our ice cream parlour has started, the business is booming with orders from the children and Teachers, alike. The children loved the ice cream parlour and are creating sundaes with cookies and triple scoop ice cream, whilst trying to balance the three layers as they walk. Looking at their interest in cooking and creating, we have decided to direct our provocation to food and explore it further next week.



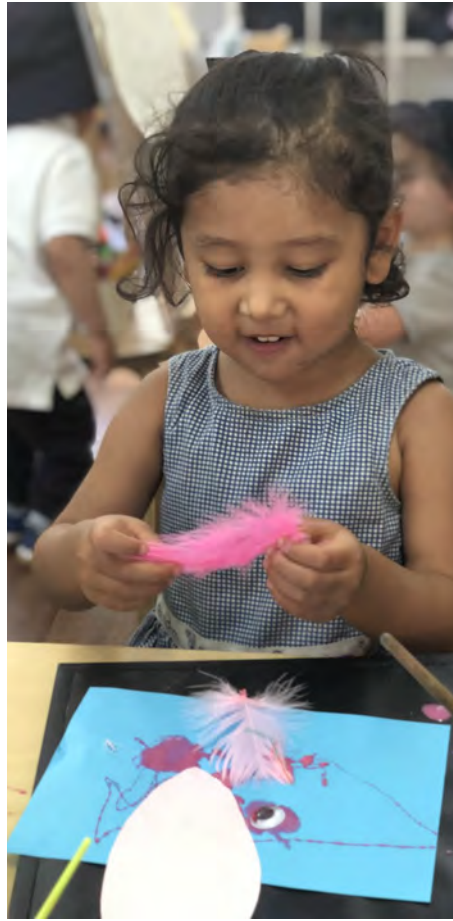
Stage 2: Sensory Water Play



Stage 2: Flamingo Small World Play



Stage 2: Creating Flamingos



Stage 2: Jungle Animal Construction



Stage 2/3: Sparrows and Finches

Mrs Joselyn Bruzzano

England was in our sights this week prompted by the children in home corner pretending to have high tea! We commenced our circle time session reflecting on the amazing countries that we visited over the past few weeks and discovered that we have travelled quite far. Locating England on our map of the world we discovered that it was quite far from Australia. England is one of four countries that comprises the United Kingdom. Our discussions led to the British Monarchy, which has Queen Elizabeth II as the current head of state and the sovereign, but not the head of government. Intrigued by Kings and Queens, we began to investigate where the Queen resides. Buckingham Palace is the Queen's working residence, with the Duke of Edinburgh and the Queen spending their weekends at Windsor Castle and Balmoral Castle.

Drawing inspiration from discussions around castles, the children were motivated to create castle-like structures using a range of wooden blocks and shaving foam. The shaving foam acted as mortar, anchoring individual blocks to one another. Engaging their fine motor skills, the children explored cause and effect and used trial and error to create very complex feats of engineering.

Shaving foam seemed to be the key ingredient in our high tea cupcake-making experience. The children used spatulas to smear coloured shaving foam into patty cakes, creating delicious cupcakes topped with sprinkles. Following on from this we experimented with play dough as medium to make cupcakes with. The shaving foam was the clear winner!

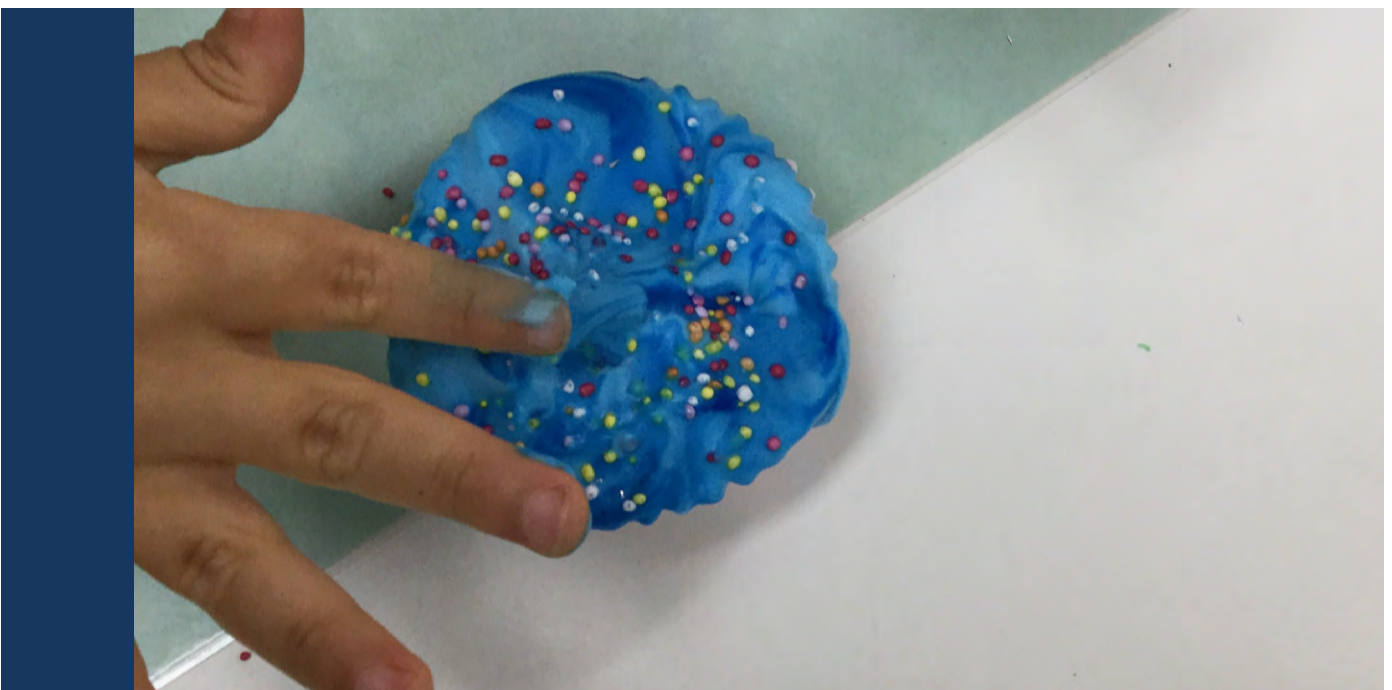
Invitations for high tea were offered both indoors and in the outdoor learning environment, with high tea served in our home corner tea house and in the front yard at our tea garden party. A great deal of role playing took place with a lot of tea being enjoyed!

Following the children's love of cooking and our high tea experiences, we decided to end the week by making scones for our English Tea Party. This was a great opportunity to learn about hygiene practices by firstly sanitizing our food preparation area and washing our hands using good hand washing techniques. Then it was time to begin cooking by measuring out our ingredients, offering the children the opportunity to learn about maths through measurement, volume and capacity. We combined the ingredients and kneaded the dough, it was interesting to hear the children comparing the dough to pasta and bread dough. The children rolled the dough out and cut rounds, and a short stay in the oven produced amazing looking scones which were offered for a delicious afternoon tea.

Our literacy focus extended our unit on England, titled 'What the Ladybird Heard on Holiday,' by Julia Donaldson. The story focused its attention on a Ladybird's travels to England and during its travels, saving the Queen's crown from thieves by enlisting the assistance of the Queen's corgis and animals from the zoo. The children seemed very taken by the story.

I wonder where our travels will take us to in the following weeks?

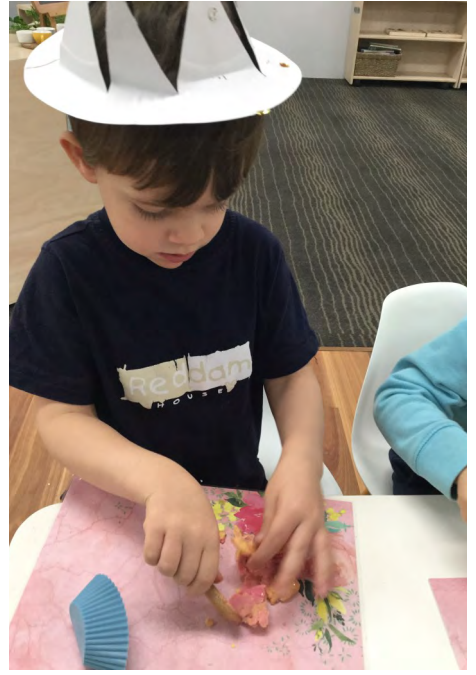
From, Joselyn and Dinali



Stage 2/3: Making Crowns



Stage 2/3: Shaving Foam & Playdough Cupcakes



Stage 2/3: Buckingham Palace Structures



Stage 2/3: Outdoor Tea Party



Stage 2/3: Making Scones



Stage 2/3: Making Scones (Continued)



Stage 3: Kookaburras

By Ms Lauren Hall

Our occupations provocation has led the children back to an interest in construction, engineering and machines with moving parts. Our story of the week *What Friends Do Best* was about Winston, the inventor, who liked to make all sorts of machines. He drew plans and blueprints for his rocket design, and with help from his friends they built it together to fly to outer space. The children discussed the materials that Winston would need such as sheets of metal, nuts and bolts, screws and nails, buttons and hinges. We also talked about the tools he used such as drills, hammers, screwdrivers and spanners to tighten everything together. The children took a lot of interest in the rocket ship as they responded with comments about how they would fly to space, to the Moon and other planets in our Solar System. Using our science fact books we also researched famous inventors including Thomas Edison who invented the lightbulb, Alexander Graham Bell who was responsible for the telephone, and we learned that Benjamin Franklin used a lot of electricity when experimenting.

In our dramatic play area, the children have role-played with space figurines. They assumed the roles of astronauts and physicists, exchanging dialogue about rockets blasting off to space, counting down from ten and landing on the Moon. An interest in the Solar System led to a discussion about planets, the Sun, asteroids and stars, and the children realised that our planet is just a tiny fraction of what makes up the entire universe. Numeracy and literacy skills were promoted, as they children named the planets and practised rote counting to launch their rockets from the space city creation they made together out of loose parts. According to Simon Nicholson, a theorist of loose parts play, *"Children greatly enjoy taking part in the design process. This includes thinking about their requirements and needs; considering planning alternatives, measuring, drawing, model making and mathematics; construction and building; experiment, evaluation, modification and destruction."*

Taking on the roles of inventors, the children have been tinkering with various tools and loose parts to enhance their fine-motor development and explore the processes and skills they would need to construct their inventions. Using toothpicks as nails and wooden blocks as hammers, the children took turns hammering the nails into a piece of Styrofoam, using trial and error to position them in the correct places and connecting them with rubber bands. The tinkering continued around the room with the children using plugging flowers to connect together to make space satellites, and nuts and bolts to twist and screw through holes of metal brackets. The children imagined they were constructing robots and spaceships, later inspiring their art and craft experiences. The children constructed robot designs using cardboard rolls, foil, coloured tape and paper shapes. They also practised their cutting skills as they designed their own robot and cyborg characters, and flying saucers were crafted out of paper plates and foil, just like the one from our song, *Five Little Men in a Flying Saucer*. What a busy week of tinkering, designing and inventing in our classroom!

"To invent, you need a good imagination and a pile of junk." – Thomas A. Edison



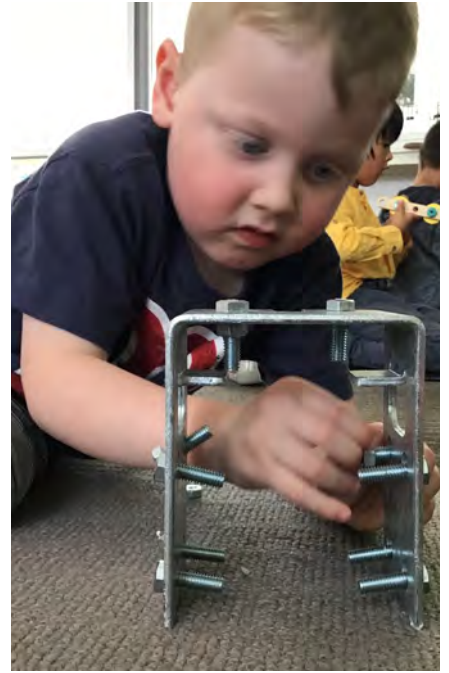
Stage 3: Exploring the Concept of Hammer & Nails



Stage 3: Tinkering & Manipulation



Stage 3: Exploring Nuts and Bolts



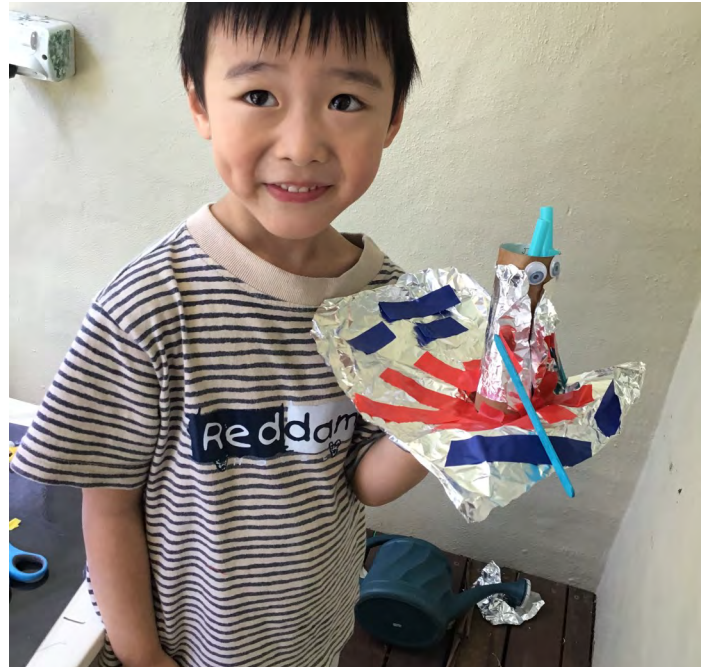
Stage 3: Painting Our Favourite Zoo Animals



Stage 3: Collaborative Drawing Experience



Stage 3: Constructing Space Robots



Stage 3: Space Exploration



Stage 3: Flying Saucers and the Solar System



Stage 3: Constructing Space Station From Loose Parts



Stage 4: Rosellas

By Ms Carmen Jarratt

Since last week, the Rosellas have been observed being extremely interested in Pirates; interest that was translated into participating in play-based experiences where they have learnt about maps, represented or dramatized familiar books in puppet shows, including making puppets and a large boat to enact a puppet show; and produced amazing pieces of art that represent different aspects "a pirates life", for example draw a detailed treasure map, or a box full of treasures.

Very importantly, talking about pirates 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.

In order to make visible the concept of similarities and differences, as well as respect towards other people, the Rosellas participated in a "Yarn Circle" session, which consists of sitting, forming a large circle, and saying something about yourself, for example, *I live in Lindfield; who lives in Lindfield, too?*

When the people who live in Lindfield raises their hands, yarn goes to that person. The person holds a tip of the yarn, makes a personal statement, and poses another question. The yarn starts to form a Spider Web, which is the representation of how connected we all are, by our similarities.

When all the children are connected, the yarn is place on the floor and the children are encourage the walk in the "spider web" symbolizing that everybody can walk around respecting other people's similarities or differences.

Pre-Mathematics

The Rosellas are learning and consolidating some concepts, such as

- Number sequence
- Writing the numerals

Pre-reading and writing

- Writing all letters of the alphabet
- reading or retelling own books
- Puppet show

Fine motor skills

The Rosellas are practising to:

- Write own name, and copy letters

Have a lovely weekend,
Carmen

Stage 4: Pre-Literacy & Pre-Mathematics



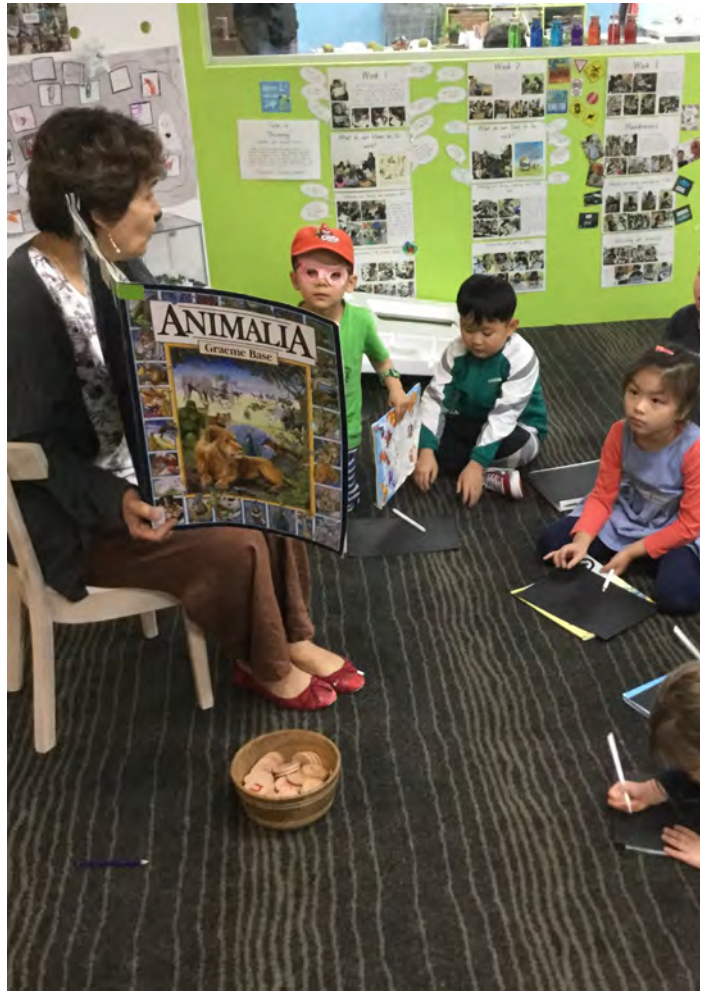
Stage 4: Sand Play



Stage 4: Circle of Yarn to Promote Respect



Stage 4: Language Development



Stage 4: Children's Interest - Pirates



Playball

By Ms Lauren Guttman

We warmed up today with “**funny runs**” – Lauren placed cones on one side of the court and we stood on the opposite side. We did “funny runs” to the cones.....run around the cone with hands on our knees; hop on one foot; gallop; skip and the list goes on....

Lauren then placed the cones in a straight line and we **zig-zagged** the cones; going in and out, in and out – wonderful activity for **crossing the midline**.

The cones were then placed in the shape of a circle. We marched around the circle; at one point, we even danced around the circle. When Lauren blew her whistle, we balanced our foot on the cone, remembering to keep our arms stretched out so as to help us **balance**. We know that if we fall, “we pick ourselves up, brush ourselves off and give it another go”.

We played the “shadow game”. We were all Lauren’s “shadows” and we copied everything she did – she was certainly doing some crazy actions!

BASKETBALL

We practiced **bouncing** Mr Ball – we know that we have to wait for Mr Ball to pop up!

We practiced doing **chest passes** and then Lauren lined us up and we had the opportunity to chest pass to her.

We did “**bunny ears**” **pushing** up to the sky starting on our heads and then Lauren held up a hoop (nice and high) and we tried to **PUSH** the ball with all our strength into the hoop.

You are not going to believe this.....Lauren strapped a basketball hoop to her back and ran around the court. We ran after Lauren trying to throw foam balls into this crazy basketball hoop. We were laughing and laughing.

Lauren rolled foam balls across the court and we had to try and catch them before they reached the opposite end of the court....footwork skills guys....keep moving!

We ran around the court and Lauren tried to catch us with her crazy basketball net. We all know that we don't get cross or upset if we get caught....IT'S ONLY A GAME!

What a fun lesson.



Stage 1 and 2 - The Great Outdoor Adventure

This week the children began by discussing what items they might take on a camping trip, looking at what the teacher, Laura, (the explorer) had packed in her backpack.

They worked as a team to do a whole class improvisation, setting up a camp and going on an adventure (walking through the forest, crossing a bridge, fishing, canoeing etc. etc.)

The ribbons acted as a great tool for a fishing rod. Whilst fishing they had to use facial expressions and gestures to show what they had caught (big fish, heavy fish or an old boot)

As the sun went down the children gathered sticks for the campfire, toasting marshmallows whilst singing a couple of songs.

The children wrapped up the improvisation by going to sleep in their tents whilst the teacher told an interactive story using puppets. Allowing the children to explore emotions as well as use their senses.

Stages 3 and 4 - The Aussie Camping Trip

This week Stage 3 and 4 began by discussing what items they might take on a camping trip. They were introduced to Laura The Explorer (Teacher in Role) and discussed what explorers they know.

The children then created a number of tableau's relating to camping as well as shapes (on their own and in pairs) using their bodies, different levels and voice including a mushroom, a torch (on and off) a curled up snake, sleeping bag, kangaroo with a baby in the pouch etc. etc. Some of these shapes were very creative

Each class worked together to do a whole class improvisation, setting up camp, the teacher leading them on an adventure and telling spooky stories around the campfire

As the sun went down the children gathered sticks for the campfire, toasting marshmallows whilst singing a couple of songs including a song that had rhyming words that followed on from last weeks rhyme

They finished the drama improvisation by all the children going to sleep in their tents, telling an interactive story using lights, shadows and puppets.



Last week, we started to learn about transportation. All children love to talk about cars, trains and planes. Their feedback shows that it is an interesting topic for them to access. In the lesson, we learnt how to say "train" and "truck" in Chinese. Meanwhile, we played a game with different cars and trains. They enjoyed the process so much so this week, we will continue to use the game to learn new words and sentences.

This week, we will start to learn how to say "airplane" and "boat" in Chinese. Then we will discuss what type of transportation they like, or they like to take, for travel or other activities. Afterwards, we will learn a sentence of "I want the airplane/train/boat/truck" in Chinese followed by using the sentence in our role play.

As for music, we started to learn how to sing the song *Searching Friends*. They enjoyed the hand movements associated with the song. So we will continue to practice the song in the lesson. Meanwhile, children can choose a song which they like to sing at the end of the lesson.

This week, we will read a book, named *Busy Town*. It is a picture book about a busy town. In the morning, people drive or take different transportations to work or to school. When we read the book, children can review the words we have learnt.

As for children from Chinese background, we will read a story about Peppa Pig. After we read the book, we can discuss the characters in the story.



Musical Theatre



Music

