



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

23RD FEBRUARY 2018

Petra's Message

By Mrs Petra Wright, Principal

Dear Reddam Community,

What a wonderful few days I have had in the ELS. It has been an absolute pleasure to meet the children and to join them on their learning journeys. I have thoroughly enjoyed watching Stage 3 participate in yoga with Kelly. Exploring the sand kitchen, baking strawberry cakes with Stage 2. Singing songs with Stage 1 and pretending to be a Sauropoda with the children in Stage 4 who kindly invited me to join their game.

For babies to school age children in Stage 4, Reddam House is an exciting and inspiring place to grow and to learn. We inspire the children to have confidence and imagination towards how they will proceed with their activities, to become creative and critical thinkers who can learn independently and are ready to take on kindergarten. This is what we believe is the most important part of the education we provide at the Early Learning School. It is impossible, on a static page, to reflect the genuine buzz of excitement in our classrooms, or to show you the creative curiosity sparked in our children, to show you the pure joy they exhibit daily as the children discover new things, but we hope that the glimpse of our daily lives in the pages below will allow you an insight into our school and our family. Please do take time to look at all Stages to see how the Reddam House philosophy underpins the nurture and development of every child, through all age groups. Each child brings so much sparkle and shares such a love for learning, which I feel very privileged to become a part of.

Thank you so much to all the parents and staff for being so welcoming, I am very excited and honoured to become part of your Reddam Community. Please feel free to come in and have a chat with me, my door is always open.

I wish you all a good week.

Stage 1

By Miss Leonie Pride

This week we have lots to celebrate we welcomed a new friend Xavian to our class it was lovely to have him join our Reddam Family and we look forward to learning more about him and his family in the coming weeks.

A big congratulations to Kirsten and Haggy Viggo's parents who welcomed their new baby girl Sanne into the world. Viggo will make a fantastic big brother we look forward to Sanne coming to visit the class.

Our provocation this term of connecting with our families is really special. We are all get to connect with one another making the children have a real sense of belonging. Sophia's Family shared with us their celebration of Chinese New Year. It's lovely to see what our children are getting up to outside of school. Please send through any news that you would like to share with us so we can share it among the children.

Dance class started with the gorgeous Tess this week. The children enjoyed getting into the swing of dancing learning to point their toes and swing their arms to the music. We look forward to Tess teaching us more moves in the following weeks.

Thanks everyone for a great week of singing, exploring and learning.

Have a great weekend.

Leonie, Ella, Rujuta and Fern



Stage 1



Stage 2

By Ms Jessica Whitbourne

Happy Luna New Year for 2018!

Last week we celebrated Chinese or Luna New Year, incorporating celebrations from many of our children, their families and our amazing teachers in the Chicks Room. It is so important for children to feel that their home language and culture is respected and valued in order for them to develop a strong sense of identity and a sense of belonging not just at home, but at Reddam. For those families and children that don't celebrate the Luna new year, it is an excellent opportunity to experience different spoken and written languages, different foods, different utensils and different music. These experiences of different cultures foster greater understandings about differences and similarities in our friends and in the people in our community, celebrating diversity!

In our classroom we did lots of fun activities to explore and extend our understandings of Chinese New Year celebrations. We created an interest table, where the children could see images of Chinese writing and celebratory signs, they could explore the golden coins and lucky red envelopes. In our sensory tray we added Chinese-style bowls, spoons, some coins and rice cakes to some rice. The children loved letting the rice rain through their fingers and spent a lot of time scooping and pouring the rice from the spoons to the bowls. During the week we tried some Chinese snacks, including prawn crackers, fortune cookies and small, sweet biscuits.

How did you celebrate Chinese New Year?

With thanks, Jessica, Tracey, Angel, Tina and Fern



Stage 2



Stage 2



We have had a wonderful time so far this term exploring our Provocation, "All About Me!" This week we have begun investigating our senses, starting with our sense of taste. We offered the children a range of tasting dishes covering the four main tastes, not including umami, we covered sweet, bitter, salty and sour. The range of dishes we offered included sugar, salt, lemon and cocoa powder. The most liked taste was sugar with all of the children wanting more. We then moved on to salt, the children didn't seem so keen describing it as "yucky." All of the children seemed very excited to try the brown cocoa powder, asking for the chocolate! They were a little disappointed in the bitter taste. Some of the children did not want to taste the lemon being offered, but the children that did taste it seemed to like it's sour flavour. As the children explored the different tastes we talked about the food that the tastes remind them of. Salty reminded them of popcorn and chips, sugar reminded them of lollies.

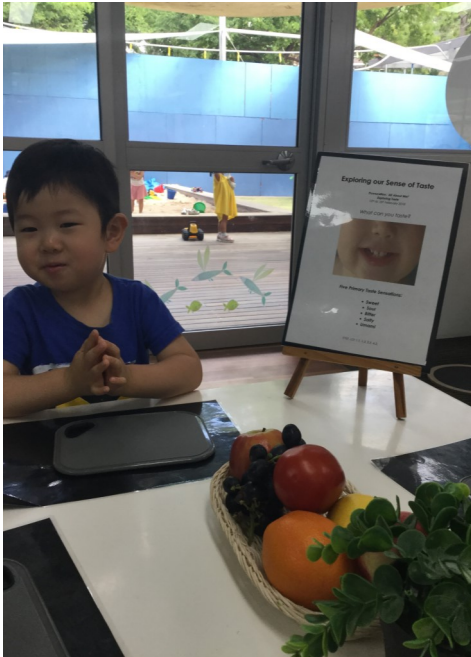
Throughout the week we offered a tasting table with a selection of four different apples. Firstly we talked about the shape, colour and size of the apples in front of us, comparing them to one another. We then sorted them by size, smallest to largest. After this we cut into the apples one at a time and tasted them. As we cut, we noticed that the inside of the apples were all very different in colour to one another. The question was asked, "which apple was sweetest and which was the most tart?" We discovered that the Pink Lady apple, the reddest apple was the sweetest with the Granny Smith apple being the most tart. We then sorted the apples from the most tart to the sweetest.

Following on from this experience the children helped to make fruit salad. Firstly we looked at the different fruit on offer which included black grapes, apples, kiwi fruit, plums and peaches. The children then engaged their self-help skills cutting the fruit using real knives. As they cut their fruit they were encouraged to taste it and talk about the flavours that they could taste. Eating the fruit salad was the best part!

We also experimented with edible oatmeal play dough this week. Firstly we placed oats into a bowl, then we added flour and mixed in some water. The children eagerly waited for their turn to mix the ingredients. Once the mixture was combined to form a dough, the children were given portions and encouraged to taste it. We talked about the flavours we could taste and compared them to food, with some of the children agreeing that it tasted like porridge. The edible dough was very different in texture to standard play dough so it was interesting to see the children manipulate it. As the children explored their dough they were encouraged to alter the consistency as desired. To do this they added extra water, oats and flour as needed. It was a lot of fun watching the children experiment with the consistency, it offered them more control over the material they were using.



Stage 2/3: Tasting apples



Stage 2/3: Oatmeal play dough



Stage 2/3: Exploring the four main tastes



Emotional wellbeing

In light of last week's friendship unit, a natural progression came about to focus on the children's individual emotional health. Our friendship unit allowed the children to develop techniques to manage their relationships, however we saw an opportunity to work on self-care.

Children feelings are often intense. They can be quickly taken over by feelings of excitement, frustration, fear or joy. When feelings take over children's behaviour, they can find it difficult to manage without adult support. This is why learning how to recognise and manage feelings is very important part of children's social and emotional development.

Understanding that all sorts of feelings are normal, that they can be named, and that there are ways of handling them are the first things children need to learn about feelings. Understanding that feeling affect behaviour, and being able to recognise how this happens are important steps for learning to manage feelings.

How we as educators manage this feelings:

Notice feelings

Talk about everyday feelings

Create space for everyday feelings

Things to remember:

Learning skills for managing feelings takes practise

Noticing and naming feelings come first

Talking about difficult feelings is usually best tried after the feelings have calmed down a bit, and when child is relaxed.

Calming playdough

This version of playdough is made with cornflour and moisturizer. To add to the calming sensation, the moisturizer used was a child's bedtime lotion with lavender essential oils. When the two ingredients are mixed together the dough becomes light and fluffy like a cloud. The children loved squeezing the dough between their fingers, creating a dough stress ball.

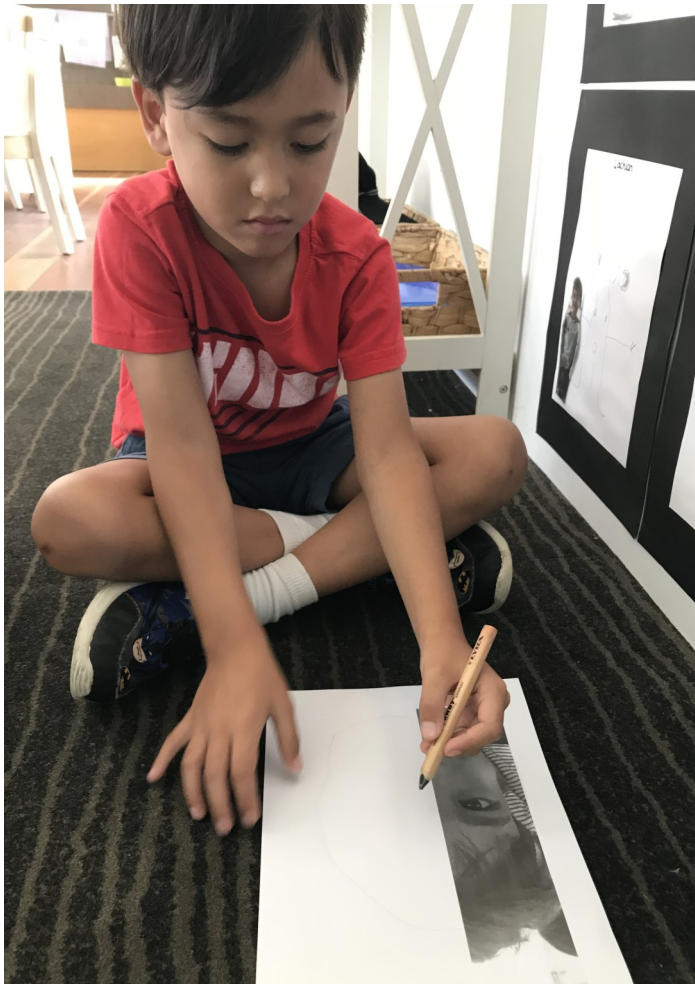
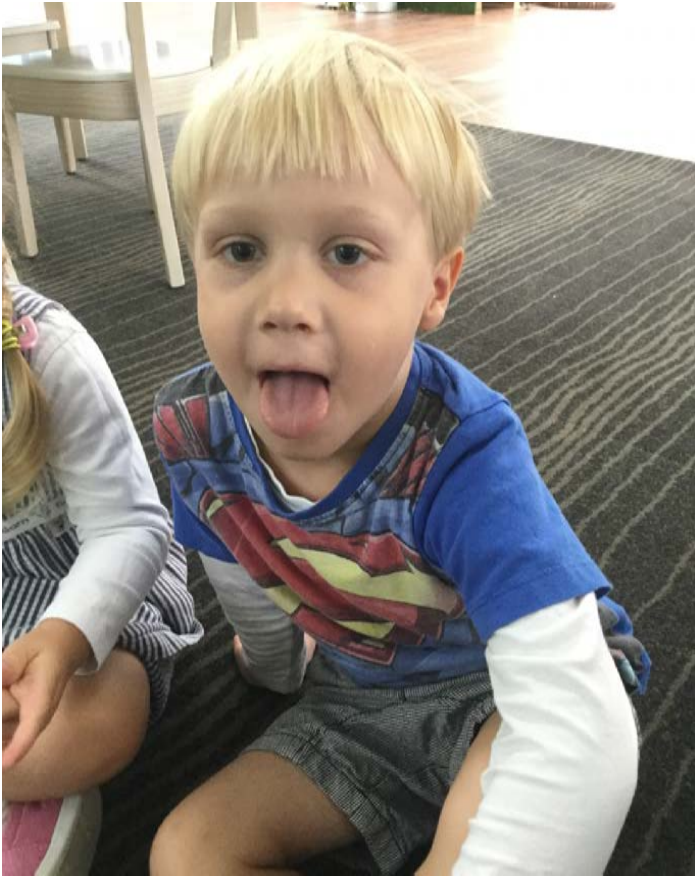
Mindfulness

Mindfulness develops the whole brain and helps children to understand their emotions and feelings, reducing their risk of mental health issues such as anxiety and depression. Practising mindfulness helps children to notice the positives, and develop a sense of appreciation, gratitude and contentment. Developing focus and attention is also a great benefit to practicing Mindfulness. Many of us, including children, spend a great deal of our time multi-tasking. This means that developing neural pathways are not as effective as they could be, this can have significant consequences for learning and behaviour.

Meditation

Over the week the children have been taking part in meditation before each group time. We began with simple breathing and muscle relaxation whilst listening to calming music. Once relaxed everyone lay down and listened to a meditation story. The first story was about a young boy who imagined himself flying above the ocean. The second was called 'the meditation fox' he taught us various ways of calming our bodies via stretching and breathing. The children responded really well to this and it really assisted throughout the rest of group time.

Stage 3 & 4



Stage 3 & 4



Playball

By Ms Lauren

Hi there my little friends,

We started our lesson with the "crazy bug" game – it is just so funny to see us all lying on the court waving our arms and kicking our legs like real "crazy bugs".

Lauren brought her little friend with her today, her "ball on a string" – we just love playing with this crazy piece of equipment.....catching it, running after it, kicking it, Lauren running after us.....

Lauren placed catching cups on the court in the shape of a circle. We walked around the outside of the circle and every time Lauren blew her whistle, we put one foot on a catching cup and balanced. Then Lauren blew her whistle faster and faster and we alternated feet – balancing on our right foot, then our left foot.....right, left, right, left, left.

We caught "mice" in our catching cups – ask your children.

We then had the opportunity to sit on the "magic line" while Lauren rolled a "mouse" for each of us and we all caught our "mouse" in front of our friends! You should have heard us cheering for our mates.

We placed little balls into our catching cups and threw them out of the cups as high as we could up to the sky.

Lauren gave us each a big ball which we placed on the catching cup and we walked carefully around the court, balancing our ball trying our very best not to let it fall to the floor.

We collected "cockroaches" which escaped from Lauren's "cockroach box" – mums and dads, you will not believe how quickly we can get all those cockroaches back in the box.

We placed a little ball on a "flip and catch", boofed it on one side and.....the ball flies up to the sky on the other side. Some of us even managed to catch the ball. Pretty cool!!!



Playball

We started our lesson today with the "Shark and the Stingray" game. This is the best game to foster footwork skills and spatial awareness. Ask your children.

"Helicopters" – we all pretended we were helicopters flying with outstretched arms. When Lauren blew her whistle, we stood on one foot and did our best to "hover" (balance) on one foot. We then tried to hover on our left foot and our right foot and then faster and faster and faster.....

We played the "crab and the claw" game – every time we play this game, we just laugh and laugh. Lauren goes faster and faster and faster....ask your children!

Lauren placed catching cups on the court in the shape of a circle. We walked around the outside of the circle and every time Lauren blew her whistle, we put one foot on a catching cup and balanced. Then Lauren blew her whistle faster and faster and we alternated feet – balancing on our right foot, then our left foot.....right, left, right, left.

We placed a little ball in our catching cup, flipped it up **gently** to the sky and tried our best to catch it again in our catching cups without it falling to the ground. Lauren taught us that we need to remember to position our catching cup **under** the ball.

We caught "mice" – ask your children.

Lauren then rolled lots and lots of "mice" across the court and we had to try and catch them before they got to the other side. SUCH FUN!

We learnt a new game called "hot balls". We ran around the court and Lauren tried to roll a "hot ball" towards our feet. We had to use our footwork skills and move as quickly as we could to avoid the balls.



The Nest/ Fledglings

The children will participate in teacher lead dance and drama activities involving props and music with the theme of being a different person/animal and Storytelling

Skills learnt this week: Used their bodies to be animals, shapes and people

Expressed their thoughts and feelings through facial expressions

Following direction by watching and copying the teacher

Listening and responding to the teacher

Activities include: An array of pictures was this weeks starting point. The children arranged the pictures into an order. The teacher and the children told a story using the pictures and the children made the sounds to accompany the story. The pictures were then put into a bag, one child picked out a picture and a song was used to describe the picture. If they picked a character out, they became this character (E.g. Dinosaur – the Wiggles, Romp a stomp Dorothy the Dinosaur song)

Simon says

Stage 2 & 3

Objectives: To make students aware that eating fruit and Vegetables is good for them, making them strong and helps them grow.

Students used the drama technique of hot seating to advance/develop a piece of drama giving a detailed understanding about the characters in the story and the meaning of their motives.

Skills learnt this week: Improvisation and creativity

Taking on the role of a superhero through a group improvisation

Working Together

Portraying facial expressions and body gestures

Hot Seating

Activities include: Discussion about Superhero's (including who our every day superhero's are)

TIR as a new superhero Miss Muscles

Game – Good guys and Bad guys

Using an object (wand) to pretend that it is a heavy weight

Molding Clay – Students mold each other into new a superhero. Giving them a Superhero name and super power

Students went on a Superhero adventure (the children made up the adventure deciding as a group who needed saving and who the bad character was)

Advanced the drama by hot seating the characters from the adventure

Stage 3

Students will explore how we use emotions to show the audience what we are feeling. The children will also use their imaginations to portray the seasons through drama through teacher led activities including TIR (teacher in Role)

Skills learnt this week: Portraying emotions

Used facial expressions and their body to create different shapes to convey different seasons

Listen and observe the teacher

Memory recall

Activities include: Discussed the seasons

Picture postcard

The parachute was used to grow like a tree (the children holding on and lifting it up together) then when it came down they imagined the leaves were falling. The children then took it in turns to stamp on the leaves

Number emotions

Picture postcard (Winter/Summer)

The ribbons acted as kites, using the music (let's go and fly a kite) the children created shapes and did some improvisation

Stage 4 Objectives: The children will develop the skills they learnt in class last week. Focusing on storytelling through pictures props and their imaginations

Skills learnt this week: Expressing Energy Following Direction Working as an ensemble Presenting a small piece of drama

Activities include:

Creating a piece of drama using key words

Camping adventure

Using props to create characters and advancing the drama by building a story from this

Last week, we successfully celebrated Chinese New Year. In the lessons, we shared the legends of Chinese New Year and the Chinese year zodiac. Lots of students now know their year zodiac and they are happy to be a goat or a monkey. Afterwards, the Stage 3 students coloured the dog year card for 2018. The Stage 4 children were very excited to make a “福” with small pieces of coloured paper. Observing their skills picking and pasting so many tiny pieces of paper, I saw that most children are really good at matching colours and controlling finger muscle flexibly.

This week, we went back to language learning. As usual, we reviewed the routine questions: greeting each other, repeating class rules and answering questions about our feelings in Chinese. After that, we had story time. This week we read a story about animals and after this we learned about the Chinese year zodiac. We also read “the fifth” in Chinese. The second book is a guessing book. This time, we read “whose wings” in Chinese. All of the students had the chance to guess what animals they are in the different books.

Furthermore, the Stage 3 students continuously learn to count numbers in Chinese with colouring numbers. The Stage 4 students have started to learn how to say “dog”, “rabbit” and “fish” in Chinese. The game for this week is to go fishing. For students who can speak Chinese, this week, they will start to learn a structure with “yes or not”.

Crawling back into the earth this week, the children revisited insect yoga. The children became more familiar with the names of each, recalling many from the previous week.

During this yoga lesson, there was an opportunity to naturally include mathematical thinking and exploration as well as scientific inquiring within the class as we observed the features of insects. Children hypothesised about the number of legs insects had and we counted them as we revealed a new insect pose. In some groups, we discussed the difference between spiders and insects as a number of children wondered if spiders were within the insect family.

During quiet focus time, the children were each given a squishy bee balloon, a sensory experience that is both enjoyable under the fingertips and strengthens fine motor muscles. Afterwards, the children were shown how to play catch from their heads with the squishy bee balloons by placing them on the top of their head in the middle, holding their hands in front of their body in a catching position and then tilting their head forward to send the bee balloon falling to the floor and perhaps into their hands. This game is a safe way to explore frustration and perseverance as I model not being able to catch the bee balloon and as group we discuss that it takes practice and patience to gain a new skill and that we have to keep trying.

Love and Peace,

Kelly



