



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

2ND MARCH 2018

Petra's Message

By Mrs Petra Wright, Principal

Thank you to the parents for the wonderful conversations and all the stories you have shared with me. We have such a wonderful community.

I have noticed over the last week that some children have been arriving to school mid-morning instead of early morning. Can all parents please have their children at school by 9:00am to start the day? Our programme starts at 9:00am and finishes at 4:00pm where aftercare will commence until 6:00pm. If a child arrives after 9:00am it is overwhelming for the child and it disturbs the teachers who are conducting their focused group time. Late children will miss out on critical learning activities that take place from the start of the day. It is especially important in stage 4, as the children are preparing for entering a regular school pattern; most of their phonics and mathematics are completed during short group sessions in the morning. I have put together an example of the routine of the day to provide you with a better understanding.

The Rhythm of the day

8:00 – 9:00 Welcome Time

Children and their families are welcomed to their rooms by the Stage educators

Independent activities are available for the children to self-select

9:00 -12:00 Morning Session

Circle time to greet our friends and educators

Independent and guided learning provocations

Snack time

Specialist teaching activities – Dance, Drama, Music, Yoga, Mandarin and Play ball

11:00 – 12:30 Lunchtime

12:30-4:00 Afternoon Session

Nap time for Stage 1 to 3 and rest time for Stage 4

Independent and guided learning with a focus on discovery learning (Stage 4)

Outdoor play

Snack time

Independent and guided learning provocations

Specialist teaching activities – Dance, Drama, Music, Yoga, Mandarin and Play ball

Afternoon Circle- Farewell our friends

4:00 – 6:00 Extended Hours session in own rooms

We also encourage the children in Stage 3 & 4 to purchase our lovely multi-uniforms from the uniform shop. This gives the children a sense of belonging.

Have a wonderful weekend with your Precious children.

Stage 1: The Nest & Fledglings

By Miss Leonie Pride

This week we continued with our Provocation of 'Connecting with Families'. It's lovely hearing about what our families get up to outside of Reddam so that we have a better understanding of what our children enjoy. This understanding is not possible without the connection of our families.

We welcomed Natalie back from her overseas holiday to Malaysia where she spent Chinese New Year in Kuching, Sarawak with her Dads family meeting Great Grandma. Thank you for sharing these memories, they are so special.

We welcomed our new friend Angus to the class and his lovely family. We look forward to getting to know you all in the coming weeks. Angus is lovely new addition to our class.

Our environment is set up on your children's interests. We use the knowledge and observations of the teachers to plan activities and this is important. However, knowledge and observations from our families is just as important with this age group.

This week we saw a spontaneous zoo set up from Sophia's weekend spent visiting the zoo. The children have been enjoying the zoo set up which then lead to us creating our Jungle/Zoo Animal Drawing Table. This was popular among the children where they sat and made different animal noises while developing interest in drawing/writing skills.

Another interest in our class is music. Music is so important in our room as we are always singing to the children. It not only calms and soothes the children but brings happiness and joy to them. This is an important means of communication too in our class as they can express themselves through music. This week we danced to music using scarves, we added balloons at music time inspired by Imogen's dad's birthday. One of our favourite songs at the moment is Sleeping Bunnies where they are using listening skills to follow what the bunny does next.

Thanks to all the families that are sending in family photos and sharing with us what happens in your weekend. We endeavor to bring home interests into class interests.

Thanks for a great week.



Stage 1 - Jungle Drawing



Stage 1 - Jungle Walk



Stage 1 - Exploring the Sandpit & Music and Movement



Stage 1 - Playdough People; making hats



Stage 2: Chicks

By Ms Jessica Whitbourn

The Teachers and Children of the Stage 2 Chicks class would love to welcome Chloe, Leon, Florence and Joe to our class. These children have joined us over the last few weeks and we have been delighted to get to know them!

Provocation - Who am I? Who are you?

Friendship, Care and Empathy

Not only have we been learning about ourselves, our bodies and each other, but we have been learning many social skills along the way that contribute to our sense of security and belonging in the Chicks Room, as well as friendship development, respect and care.

This week, the children and teachers had several discussions about being kind and gentle with our friends, after a few reminders were required throughout the week. I asked Eabha to come up to the front so that we could show all our friends how it looks to be gentle and how to have a gentle cuddle, then we demonstrated how to say, 'turn please', 'excuse me', 'sorry' and 'thank you' in different, simple role plays. We practised saying these phrases throughout the two books we read, called Sorry and Please, and will be practising these phrases a lot during our play times.

You can always encourage your child to use similar language at home too. We say, "Please use gentle hands/feet" when encouraging the children not to push, hit or kick. We also praise children who are being kind and gentle when playing with their friends. These behaviours are all really normal for two year olds whose verbal language skills and social skills are still developing, so please don't be alarmed that we are working so much on these things! It's the best time for these children to try things out and practise these skills in a supportive environment.

Identifying our Friends

The children had a close look at your All About Me posters this week. Which friends could we see on the wall? We encouraged the children to label the friends that they could see. We could see Baxter in the sand, Olivia with Santa and Tristan playing with a steering wheel at school! If you haven't brought in your All About Me form could you please do so asap, or if you need another one just let us know - there some on the sign in desk.

Dressed for success

At one of our tables this week we have invited the children to dress the foam dolls. I introduced them to this activity at group time, showing them the different styles of clothes they could use to dress the dolls. Using foam shapes and pieces of material cut into clothing shapes, the children are experimenting with clothing the foam dolls and their clothes and the Teachers are using this activity as an intentional teaching experience, talking about their body parts.

With thanks,

Jess, Tracey, Angel, Tina and Fern



Stage 2



Stage 2



Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

What does that smell like? This was the question asked throughout the week as we explored our sense of smell. During group time we talked about our nose and nostrils. The nose is the body's primary organ of smell and functions as part of the respiratory system. Air travels into the body through the nose, as it passes over cells of the olfactory system, the brain identifies and recognises smells. We discovered that different smells alert us to different things, for instance the smell of smoke from fire protects us by warning us of danger. Some things smell unpleasant such as rotten food and some toxic poisons, this helps us stay away from them, we are not tempted to eat or drink them due to their odour. We have also discovered that our sense of smell and taste are connected. If we have a blocked nose, food may taste different as we are unable to smell it.

Throughout the week we offered the children experiences to help explore our sense of smell. Spice painting encouraged the children to explore a range of herbs and spices. We firstly talked about the herbs and spices and what they might be used for. After this we used our sense of smell to explore the spices. Some of the children recognised cinnamon, associating it with cookies, and cocoa which smelt like chocolate cake. The children seemed very excited to begin mixing their herbs and spices, using a small spoon they carefully scooped spices into their jars. They used trial and error to create the right consistency for paint, adding water and spice as they stirred. We discovered that the more spice used, the darker the paint colour became. As the children painted they were encouraged to continue smelling the spices. When the paintings dried they still smelt great.

We continued our creativity by painting using a range of different herbal tea bags. We took a few moments to smell the different flavours of herbal tea. The children seemed very keen on the peppermint and the strawberry, noticing that these herbal teas were the strongest in scent. The children became very creative swishing their tea bags across their page.

Walking around our beautiful leafy school grounds we drew our attention to what we could smell in our environment. Some of the children commented on the smell of flowers while others said that they could smell bark and leaves from the trees.

Embedding maths concepts into the children's daily program is important for setting foundations for future learning. We set up a basic numeracy investigation table and invited children to explore the range of resources on offer. With increased exposure to written numbers in the environment such as number recognition stones, children become more capable of recognising numbers. They also begin developing number sense, building an understanding of what numbers mean.

Finally, please ensure that you have completed and returned your excursion forms as soon as possible as next week we will be exploring the park adjoining our school.



Stage 2/3: Sensory Tea Bag Painting



Stage 2/3: Using our sense of smell



Stage 2/3: Painting with Herb and Spices



Stage 2/3 - STEM - Maths Concepts



Stage 3 & 4: Kookaburras & Rosellas

By Pauline & Margarita

The Kookaburras and Rosellas have continued to learn about the current provocation of; "All about me"

The Kookaburras have continued investigating the provocation of "All About Me" with the help of literacy and mirrors. As a co-constructive group we focused on learning a little about our bodies, and how different parts move. Currently we are looking at; skin, bones and veins. Where each one is located, how each part looks and/or feels. Throughout the discussions the educator continues to encourage the children to share their thoughts and opinions. At times we extend on this discussion by noting how each part of our body is different, and use literacy and visual provocations to support this new discovery

The current provocation has also inspired the Kookaburra group to explore different cultures and ways of life of those around us. With the help of a world atlas (Noting where Australia is and the shape and pattern of different countries) and visual aids the children have explored the differences and similarities of different cultures and people. During this discussions the educator continued to encourage the children to apply a sense of respect and awareness of the people. Yes, we are different, however we have things in common and we are all special.

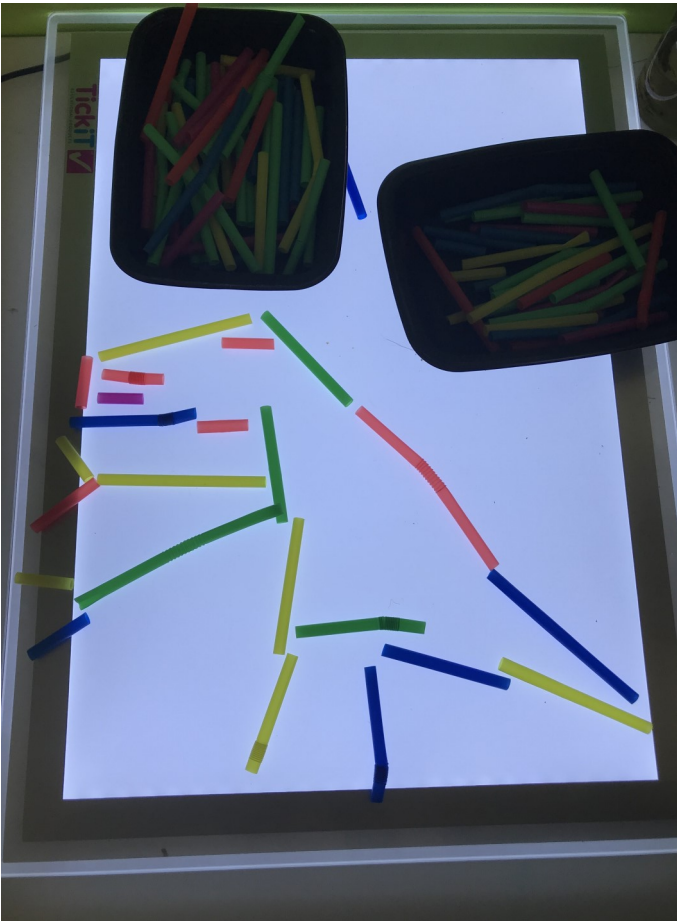
The Rosellas have been engaged in visual art experiences during they were able to draw a symmetrical drawing of themselves. Throughout this visual learning the educator continued to encourage the children to apply their sensory skills and look at the photo of themselves, for reference and ideas. All children took their time to carefully plan out and draw their portraits. Some extend on this, by engaging their educator to discuss what they see, what facial feature they would draw next and/or how they feel about the experience

In addition, the Rosellas have continued their language and cognitive understanding, through various literacy based experiences Over the last few days the educator has been focusing on letter and name recognition. Usual visual aids the children were encouraged to locate their name, read it and then slowly spell out, using each letter. During this learning the educator continued to encourage the group to notice each letter and how it is formed on the provocations used.

Friendly reminder: Please take a "About Me" sheet, located by the sign in table. Once filled out, the sheets are used as a visual provocation to inspire further learning and discussion among the children.



Stage 3 & 4



Stage 3 & 4



Playball

By Miss Lauren

Hi everyone,

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 held our "spaceships" (AFL balls) and pretended we were flying through space. When Lauren shouted "find a friend", we looked for a friend and stuck the "noses" of our "spaceships" together. Every time Lauren asked us to find a friend, we were encouraged to find a **NEW** friend because we know that **we are all friends together at Playball**.

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 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!

You're the best!!



Hi there my little friends,

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!

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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**

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Playball: Stage 2/3



Dance



As you know, Chinese New Year is a long festival. People in China celebrate it for 15 days. Now it is coming close to the end of celebrating Chinese New Year. However, the fifteenth day of CNY is quite important and meaningful (this Friday). The last day of CNY is the Lantern Festival or the Spring Lantern Festival. It marks the final day of the traditional Chinese New Year celebrations. In the early days, young people were chaperoned in the streets in hopes of finding love. For children, they can go out at night to temples carrying paper lanterns and solve riddles on the lanterns. Also they can have delicious Tangyuan. It is so sweet and yummy. Therefore, this week, I have focused on teaching the children about the legend of the Lantern Festival and we are celebrating it here at school. For stage 3 students, they coloured in beautiful lanterns. For stage 4 students, they made a paper lantern by themselves.

In terms of language development, most of the Stage 4 students have grasped how to say "good morning" and "I am happy/unhappy" in Chinese. Therefore, following on from last week, we started to learn how to say "Today I am happy/unhappy" in Chinese. This week, we will review these sentences. As for stage 3 students, they can count 1 to 10 in Chinese with the gestures. Based on this we are now learning some words about animals. In the future, they can learn how to say that I have two dogs or three cats in Chinese. For the students who come from Chinese backgrounds, we are offering more language extension and this week, we will learn how to say "Happy Lantern Festival" and review the structure of "yes or not". For example: Are you or are you not a baby.





Yoga

By Ms Kelly Nance

With the cooler weather upon our skin in the mornings and evenings, the days beginning to lose the long days of light, this week the children explored yoga through the theme of autumn, marking the change from summer.

Through the lesson, seasons were discussed and explored through movement, feeling hot in summer to feeling cooler in autumn, the sun being high in the sky to moving across the days in a lower position and some of the trees changing their leaves from green to yellow, reds and browns, dropping them to the ground, reading for us to crunch under our feet.

We took the time to interact with crunchy brown leaves I had collected from the park earlier in the week. The children took the natural brown leaf and held it up high, let it go and delighted in watching it float through the air to the ground. The Reddam children were then invited to stand up, hold their leaf up on their branches and balance in tree pose. This led us to the autumn movement song to the tune of London Bridge, which you may like to share with your child at home.

All the Leaves Are Falling Down

(Tune: "London Bridges Falling Down")

All the leaves are falling down, falling down, falling down.

All the leaves are falling down, it is autumn. (*Stretch arms up overhead and wiggle the fingers, like falling leaves, as the arms are lowered towards the ground.*)

Take the rake and rake them up, rake them up, rake them up.

Take the rake and rake them up, it is autumn. (From a seated position with legs wide, lean forward and pretend to rake up leaves)

Make a pile and jump right in, jump right in, jump right in.

Make a pile and jump right in, it is autumn. (*From seated position, bend knees and place feet flat on the floor, place your hands facing forward next to your bottom or a little behind your body and begin to left feet to simulate jumping in the leaves*)

Love & Peace,

Kelly

