



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

9TH MARCH 2018

Petra's Message

By Mrs Petra Wright, Principal

Dear Parents,

Imagine believing that children have the ability to express themselves in more than one way. Now times that by 100. Loris Malaguzzi, founder of the Reggio Approach, describes the "infinite ways that children can express, explore, and connect their thoughts, feelings and imaginings."

*The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.
A hundred always a hundred...*
from the poem "No way. The hundred is there."
by Loris Malaguzzi. Translated by Lella Gandini

These languages (the Hundred Languages of Children) are symbolic and are open to the endless potentials in children. They believe in the potential of a child's ability to wonder. It is the belief that there are "multiple ways of seeing and multiple ways of being."

At Reddam provocations are often set-up by teachers, after observation of the children, to encourage discussion, exploration, experimentation, interest, and thinking. Provocations may be based on a topic of interest that the children are studying. Once children initiate a study or project, teachers can add to the play and exploration on the topic by planning and preparing meaning set-ups in different areas of the classroom.

Have a wonderful weekend with your precious children and enjoy seeing the world through their eye's.

Stage 1: The Nest & Fledglings

By Miss Leonie Pride

Week 6 has seen the Stage 1 class exploring their inside and outside environments with curiosity, excitement and an eagerness to learn.

As the weather is starting too cool down we made the most of this week and went on daily nature walks around our environment, collecting natural materials such as flowers, leaves, bark and sticks which we have then taken back to the class to make an art collage. It was magical to watch the children work together as they shared the bucket to put their treasures in and the sharing at the collage table when making their beautiful artwork.

During group times and throughout the day we like to use keywords. This enables the children to start developing new words and concepts.

Developing receptive language in Stage 1 is very important as it allows the children the ability to understand words and language. Stage 1 children are mainly gaining information and meaning from routine, visual information from within the environment and sounds that they hear. It's lovely to observe the children have started to show an understanding on what we are talking or singing about.

Thanks everyone for a great week.

Leonie, Rujuta, Ella and Fern



Stage 1 - Jungle Drawing



Stage 2: Chicks

By Ms Jessica Whitbourn

We would like to welcome Alicia, Marco, Serena and their families, who have joined us this last week in the Chicks Room. Everyone has settled in so well considering the new environment, new faces and often, new language. We have spent the first weeks of term focusing on helping everyone feel a sense of belonging and helping them to build secure attachments with us and their friends through our Provocation: Who am I? Who are you?

Sensory painting fun

We invited the children to participate in a new activity, where their body awareness was heightened, where their senses of touch, sight and sound were explored and where there was an opportunity to make some mess and experiment with paint. Each day we set up either a foot print painting experience or a hand print painting experience. Some of the children were unsure about having a turn of the foot print painting and some children wanted to literally jump straight in! The children delighted in the feeling of the cool paint on their hands. As your child's senses are stimulated we are helping their brain develop because when a sense is engaged neural pathways are being created to assist with further learning in later years.

Maybe you could try this activity at home, I doesn't have to be paint! Fill a bowl with cornflour and water as see how the mix can be a liquid or a solid! Try a bowl of cold, wobbly jelly or if you are feeling really brave, look for the JellyBaff (Jelly bath) product in toy shops - a LOT of fun in the bath. Good old mud with sticks and stones, bowls and cups is also a great sensory experience.

Have fun, Jess, Tracey, Angel, Tina and Fern



Stage 2



Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

Exploring our Sense of Touch

Children by nature are tactile learners, they explore the world around them through touch. Children use this sensation to gather information about their surroundings. Is it soft, hard, wet, dry, cold or hot?

During group time we talked about how we feel things on our skin, this is because the nerves under our skin send messages to our brain. Nerves are like strings spread all over our body. Some of the main things that we feel are heat, cold, pain, and pressure. We also discovered that feeling pain can protect our body by warning us to move away from the source of the pain.

To further explore our sense of touch, we took the children on a hunt through the garden to find things that felt soft, hard, smooth, rough, sticky, hot and cold. We encouraged the children to describe the items they collected, we then placed them on our sensory exploration table to further explore.

To help us learn more about touch and different textures we isolated touch from other senses. We did this by blindfolding the children and offering them objects with a range of textured surfaces. We then invited the children to guess the objects using touch. We asked a range of questions as the children guessed.

Is it heavy or light?
Is it smooth or rough?
Is it large or small?
Is it long or short?
Is it warm or cold?

We then asked what the items are used for and where are they typically found?

Tactile balloons sent the children into fits of laughter as they explored the different balloons using the touch test. We filled the balloons with materials such as coffee beans, sand, hair gel, rice, flour, water, baby powder and rocks. We became rather descriptive as we talked about what we could feel, hair gel was described as "squishy," and baby powder was "really nice and soft."

Our art experiences included shaving foam painting where the children explored the foam using touch. We also did ice cube painting, touching the cold ice cubes was described as too cold as the children painted their art works.

Throughout the week we also offered the children a range of tactile sensations including a range of rocky, smooth and rough play dough, touchable ice sculptures and our favourite, slime!



Stage 2/3: Vinegar and Baking Soda Experiment



Stage 2/3: Foam Prints



Stage 2/3: Light box painting & making lavender play dough



Stage 2/3 - Blindfolded experience and tactile stations



Stage 2/3 - Ice cube painting



Stage 3 & 4: Kookaburras & Rosellas

By Pauline

This week we introduced the art of weaving to the children. Weaving not only promotes fine motor skills, but helps children learn how to create patterns and work through problems they may encounter while weaving. This activity also helps with collaborative learning and provides a unique experience that ignites curiosity and imagination.

The children collected long leaves and sticks in the school playground and the park. Using the leaves and sticks, the children were shown how weaving is done and given the opportunity to weave on a big wooden loom. The loom has been left outside the classroom for the week where the children have been given plenty of opportunities to explore the activity further.

We celebrated the beginning of Autumn by looking at different types of Autumn leaves - the shapes of the leaves, patterns on the leaves and the colours of the leaves. At the drawing activity, the children were given pencils to use when drawing the Autumn Leaves. Some children drew leaves and some traced around leaves. After drawing the leaves, the children used Autumn coloured paints to paint their pictures.

As we continue our provocation "Where do I belong?", we have been focussing on our families and how important it is to be part of one. The words to the song we have been singing are:

Oh a family is people, and a family is love,
That's a family

They come in all different sizes and different kind

But mine's just right for me.....yes, mine's just right for Me!

Using black textas, the children have been drawing pictures of their families. It has also been great looking at the "This is Me" papers the children have brought back, and allowing the children to tell the rest of the group more about their family.

One of our stories we read this week 'Potato People' was about a little boy who visited his Grandma while his mum went to work. On a rainy day, the Grandma and Little boy make a Potato Man and a Potato Woman. After reading the story, the children were given the opportunity to make their own potato person.

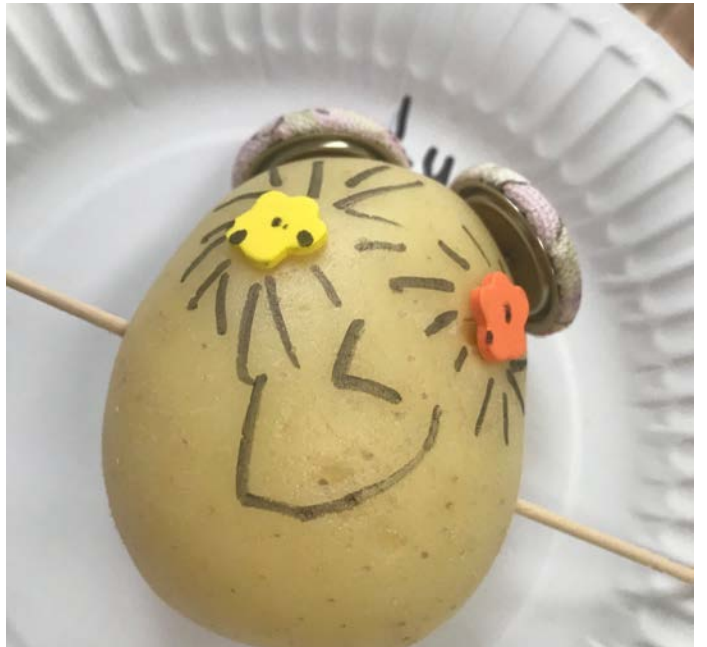
We have had a great, fun week of learning through play. We look forward to another one next week!



Stage 3 & 4



Stage 3 & 4



Playball: Stage 1/2

By Miss Lauren

Hi everyone,

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**.

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

Lauren gave us all a big basketball and we did our best to **push** it as high as we could up to the sky.

Lauren showed us how real basketball players **bounce the ball**, always waiting for it to **pop up**! We are a little young to achieve this skill but it is pretty cool that we are learning and with time will be able to control the ball and push it down when it "pops 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 threw all the foam balls out of the basketball hoop – they look like red and green apples and we went "apple collecting". Some of us are already showing signs of sportsmanship and actually shared our apples with our friends who didn't manage to collect their own. Well done!

Playball: Stage 3/4

By Miss Lauren

Hi there my little friends,

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.

Thanks champs!



Playball: Stage 3/4



Dance

By Ms Tess

In the last week, the younger kids have been practicing their good toes and bad toes, their sensitive hands as well as their sharp hands. I have now added a curling and stretching exercise to the class which all the babies seem to enjoy. The older kids have been continuing to rehearse their jumps and spins. I have recently introduced them to gallops, skips and tendues - exercises we will be mastering over the next couple of weeks. All groups have been going through their jazz and drama routines at the end of class. I am pleased to see that the kids' are enjoying the syllabus and am looking forward to introducing some more exercises to them in the not too distant future.



Dance

By Ms Tess



It was quite impressive to see how well the Stage 3 students could control their finger muscles in our activities last week when we celebrated the Lantern festival by colouring lanterns. We decided to select a lantern for mum and chose another one for dad. Of course, the biggest one was for our students!. Lots of students showed that they could trace the lines very well and were quite patient in colouring in the details. As for Stage 4 students, we also made lanterns. Many of the children could use scissors quite well and could cut by themselves. Some still required some assistance. The activity shows how much children love to do something with their hands. Also they were very proud of their works. We will look at exploring more cultural elements into our Chinese lessons as the children are showing a real interest in this area.

This week, I taught the children a new song. It is based on a story. The name of the story is three little rabbits. The mummy rabbit would go out to collect some carrots. So she warned her three kids not open the door for anybody. When the wolf came to knock the door, the little rabbits rejected to open the door. That made the wolf so frustrated. When the mummy rabbit came back, she started to sing: little rabbit, little rabbit, please open the door. Mummy is back. The little rabbits open the door for their mum. Afterwards, the wolf tried to sing the song and hoped that the little rabbits open the door. However, the little rabbits recognized the voice was not mums. So they were safe. Therefore, we would learn to sing the song with gestures and different voices.

As for specific language skills, Stage 3 continued to learn how to count and revised the two colours: red and blue. Stage 4 continued to learn how to say the names of two more animals: rabbit and dog. Meanwhile, they will start to learn the sentence "I love dogs" in Chinese.

In recent weeks I have been running more detailed lessons for our children who can already peak Chinese, we will focus on sentence construction and learning how to say I love dogs best in Chinese.

