

REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

16TH MARCH 2018

Petra's Message

By Mrs Petra Wright, Principal

Dear Parents,

What an exciting week we have had in the ELS. The children and teachers painted the ELS green in celebrating St Patrick's Day with our Irish families. Stage 4 danced to Irish music, read a story about St Patrick and his life, drew pictures of leprechaun's and went on a hunt to look for a pot of gold coins. The Sparrows, Finches and Stage 2 made special green jelly with sparkles inside (Leprechaun's magic) and Stage 1 made beautiful creative designs with potatoes on a stick dipped in green paint. We even had a visit from a very tall Leprechaun (Luan) who had some wonderful dialogs with the children about his attire. The beard was the children's favourite. Thank you to Oisin and Ava for sharing their celebration with us. We wish all our Irish families a happy St Patrick's Day on Saturday.

At Reddam we celebrate diversity and welcome everyone to share his or her cultural celebration with us. Our Educators promote this learning and support the children to develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. The educators explore the culture, heritage, backgrounds and traditions of each child within the context of their community. (EYLF Outcome 2– *Children are connected with and contribute to their world*)

Have a beautiful weekend with your precious children.

Stage 1: The Nest & Fledglings

By Miss Leonie Pride

Belonging, Being and Becoming

It's been a lovely journey through Term one so far in the Stage one room. Each week that comes and goes we see the children becoming more confident, we see the children feeling a stronger sense of belonging and having the ability to just being themselves.

For our Families that are new to Reddam and not familiar with Early Learning Environments Our documentation will often have reference to or quotes from the EYLF.

The Early Years Learning Framework describes the principles, practise and outcomes that support and enhance the young children's learning from birth to five years as well as the transition to school.

The framework offers a vision where "all children experience learning that is engaging and that builds success for life".

We have seen over the term many interests among the children which we have created activities for that they have engaged in such as animals and their sounds, Jungle Drawing, animal printing, most of our children enjoy and participate in sensory experiences all the time such as play dough, painting and sensory tubs.

It's been lovely that the families are still sharing with us interests and activities from home helping us to combine home life and school.

Our children in Stage 1 all enjoy stories and books, singing and movement. Five Little Ducks, Sleeping Bunnies and Upsy Down Town are among their favourites. If you have a favourite story that you read at home it would be great to share.

This week we have seen developmental milestones of children going from sitting to standing and it's been beautiful to observe their contestant efforts to go from sitting to standing to plonking back down to getting straight back up and trying it all over again. We will have some new walkers in the next few weeks.

This week Leonie shared with Stage 1 Watermelon from her garden. They explored the fruit from a whole melon to watching it get cut in half. The children were able to smell and taste. Needless to say no one refused the watermelon, they all loved it.

If any families have a beautiful garden which they would like to share with us, please feel free to bring in some fresh flowers or vegetables. We always love fresh flowers in our room.

Take care everyone.

Thanks for a great week.

Leonie, Rujuta, Ella, Grace and Fern



Stage 1 - Sandpit fun



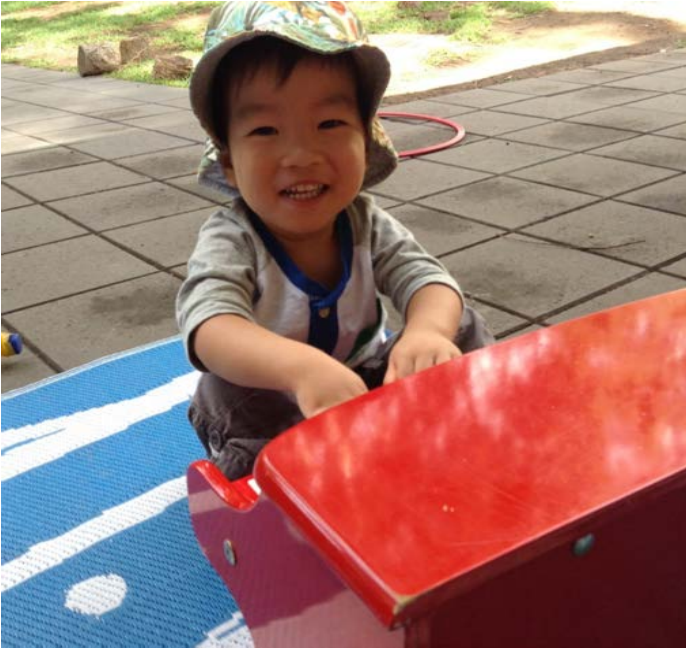
Stage 1 - What's in Leonie's garden? Watermelon



Stage 1 - Making patterns with paint



Stage 1 - Music



Stage 2: Chicks

By Ms Jessica Whitbourn

Construction

Time flies when you're having fun, we can hardly believe how quickly this term is going

As mentioned on Tapestry last week, the Chicks are moving on to a new Provocation for Learning. With the building work being more visible from our back yard and from observations of the children building and creating all sorts of things using different materials, we have decided to explore the world of building and construction. Through different activities we'd like to help the children to learn about how buildings are made, what tools are used to help make them, who helps to build them and what kind of different materials might be used.

We'll also invite the children to create and represent their understandings with different building and construction mediums, such as magnets, blocks, loose parts and cardboard boxes. We will use images of buildings, local and international to demonstrate the different styles and inspire their play. We will also look at pictures and videos of machinery at work, helping them to develop deeper understanding about these machines that they like to play with so much (but on a smaller scale, of course). Last week the children enjoyed constructing the train tracks for train play, looking through the fence at the carpenters building the veranda and building city skyscrapers with little blocks.

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

*We would like to welcome Nimo Gill to our Reddam Community. Nimo will be taking over from Jess as the Core teacher in stage 2. If you would like to catch up with Nimo she will be working Monday to Friday from 8:00 – 16:00. We would like to wish Jess all the very best in her new venture.



Stage 2 - Construction



Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

Exploring our Sense of Touch

As part of our exploration of our senses, this week we focused our attention on the sense of sight. We perceive shapes, distance, colour, depth and movement through our sense of sight. The organ we use for this is the eye. Shaped like ping pong balls our eyes work with the brain, light from outside the body allows us to see things. When light falls onto an object, the light is reflected and directed to the eye. The light travels through the pupil and passes through the lens, the lens then sharpens the image, inverts it and displays it on the retina. The optic nerves take the image and send it to the brain. The brain interprets it and tells you what to do.

This week we ventured out of the school on our first excursion to the local park. We engaged our sense of sight asking the children what they could see around them. They saw cars on the road, trains passing by and we also took some time to gather objects found around them including leaves, twigs, feathers, stones and sticks.

Back at school we created a discovery table where the children could further explore the natural objects found in the park. They took turns using magnifying glasses and discussed and compared the natural objects in front of them. Some of the children used the items as tools to paint with.

Using cardboard rolls, we created coloured view finders. We taped coloured cellophane to one side of our cardboard roll, then we viewed the world around us through a different perspective using our coloured telescopes. We talked about how different the world looked from this perspective. Throughout the week we also created coloured sun catchers using cellophane, glitter and contact.

Our celery colour change experiment allowed us to explore colour in a different way. Firstly, we took a moment to look at the celery, we talked about what we saw, we noticed that the leaves were green, and the stalk was ribbed. The children took turns squeezing red, green and blue food colour into test tubes. They then placed stalks of celery into the food colour. We asked the children what they thought might happen over the next few days, Vivienne said that "the leaves will change colour." After a few hours we noticed that this began to happen. As the celery absorbed the food colour, the leaves and stalk of the celery began to change in colour. We noticed it firstly in the red test tube, we then began to see it happening in the blue test tube.

How does this work? Capillary action, the water is sucked up inside the plant or celery and into the leaves by tiny tubes inside the celery, the water inside the leaves evaporates at a slow rate.

We continued to watch the colours absorb into the celery throughout the week noticing that the celery became darker in colour day to day.



Stage 2/3: Excursion to the Park



Stage 3 & 4: Kookaburras & Rosellas

By Ms Pauline

St Patrick's Day Celebrations

St Patrick's Day has become a holiday all around the world and for one day out of the year, anyone can be Irish and join in the celebration! On Wednesday we celebrated St Patrick's Day with our Irish families. Saint Patrick's Day is a cultural and religious celebration that happens annually on 17 March to mark the death date of the most commonly recognised patron saint of Ireland, Saint Patrick. It is also a public holiday in the Republic of Ireland. The colour green, pots of gold, shamrock and leprechaun are often associated with the celebration.

The shamrock was worn as a badge on the lapel. Three is Ireland's magic number and the three petals that make up the shamrock are supposed to bring good luck. The three leaves also represent the Trinity in the Christian religion.

The leprechaun is a small Irish fairy. He is dressed like a shoemaker, with pointed shoes and hat, he also wears a leather apron. Leprechauns are supposed to be unfriendly little men who live alone in the forest, spending all their time making shoes and guarding their treasures. If someone catches a leprechaun, he will be forced to tell where he hides all his pots of gold.

On Wednesday, we danced to Irish music, read a story about St Patrick and his life, drew pictures of leprechauns, made green glitter jelly and went on a hunt to look for a pot of gold coins! Oisin made the teacher's 'Leprechaun Tea'. Thank you to Oisin and his family, who brought a box of Irish dress ups for the children to use as part of the celebrations.

As part of our everyday activities at school, the children are exposed to numbers, letters and colours in many different ways. This week we used coloured flattened bottle tops while learning about numbers and number recognition. As well as counting bottle tops and matching them to the numerical number, some children used the bottle tops to make the number 5. Using coloured blocks and bottle tops at the light box, the children have had opportunities to explore the colours.

We have had a number of children getting excited about Easter. We have created a Small World Play area with rabbits, eggs, trees etc and the children have been involved in dramatic play while further developing friendships with others in the room.

See you all next week!
Pauline, Heather, Luan



Stage 3 & 4 - Saint Patrick's Day fun



Stage 3 & 4 - Colours and numbers



Stage 3 & 4 - Easter small world play



Playball: Stage 1/2

By Miss Lauren

Hi everyone,

We started our lesson today playing the Playball version of "dodge-ball". We all ran around the court and Lauren tried to catch us with a beanbag. If Lauren catches us, we know that we don't get cross or upset – it's only a game!

We concentrated on tennis – we love tennis and were so excited to see that Lauren brought tennis bats with her to Playball today.

We played the "pancake" game where we walked around the court balancing a "pancake" (beanbag) on a "pan" (bat) and when Lauren blows her whistle, we let the pancake fall to the floor.

We "boofed" our pancakes as high as we could up to the sky. Some of us definitely had a nice hearty breakfast this morning!

Lauren gave us each a ball and we "boofed" (our own Playball word) the ball away with our bat. We then took our "Playball dog" (gentle hitting the ball with the bat) for a walk and when Lauren blew her whistle we needed our little "Playball dog" to have a rest and patted the ball with our bat so that it stopped.

We had an opportunity to hit our ball off a ball holder, always remembering to look next to us and behind us to see that none of our friends can potentially get hurt. Lauren always tells us that we should check to see where we are in relation to our friends when we are on a court or a sports field.

Lauren stood with her legs apart and we all had a turn to roll the ball through Lauren's legs using our bats.

We crossed the "Playball river" on "lily pads" (beanbags) and cheered so nicely for our fellow teammates.

Thanks special friends,

Lauren



Playball: Stage 3/4

By Miss Lauren

Hi everyone!

We started our lesson today playing the Playball version of “dodge-ball”. We all ran around the court and Lauren tried to catch us with a beanbag. If Lauren catches us, we know that we don't get cross or upset – it's only a game!

We concentrated on tennis – we love tennis and were so excited to see that Lauren brought tennis bats with her to Playball today.

We ran around the court balancing a beanbag on our bat – always remembering to keep the bat nice and flat so that the beanbag doesn't fall off.

We flicked our beanbag high up to the sky with our bat. We all have pretty amazing body strength and muscle tone because you will not believe how high some of those beanbags flew up to the sky.

Lauren gave us each a ball and we “boofed” (our very own Playball word) the ball away with the bat. We also did little “boofs” with our bat, and when Lauren blew her whistle, we “trapped” (stopped) the ball with our bat, always remembering that we do it nice and gently. Lauren went faster and faster and faster so we really had to listen carefully.

We had an opportunity to hit our ball off a ball holder and Lauren even encouraged us to try and bounce the ball with our bat – always remembering to wait for the ball to “pop up”.

We crossed the “Playball river” on “lilypads” (beanbags) and cheered so nicely for our fellow teammates.

Such a fun lesson champs!

Lauren

Playball: Stage 1/2



Over the past several weeks of learning and reviewing, the students have grasped how to say "I am happy" or "not happy" in Chinese. It has been amazing to see the students making such great progress with their Chinese. This week we have started learning a new routine question: what is your name? It should be a challenge for stage 3 students but they will start learning how to say this in a simple way. While for stage 4, they should challenge themselves. Meanwhile, for stage 4 students, they will also continue to review how to say that today I am happy or unhappy.

Last week, we shared the story of three little rabbits in class. Most of the children liked the story. The surprising thing was that many of the students could create their own stories after listening to the story. We tried to learn to sing a part of the song. It was no problem for them to follow the lyrics and rhythms. Therefore, this week, we will review the first part and learn the second part of the song.

Most of the students have remembered the story of the fifth one. Also they love this story. From this week, we started to read a new book, named *What is up?* In the book, there are some little flips. When students pull the flips, they can see that different animals are doing different things. It is a 3D book. At the same time, we can review how to say the animals' names in Chinese.

As for the oral language learning, we will start to learn how to say rabbit and fish in Chinese. Meanwhile, we will learn how to say "move, walk, run, fly" action words in Chinese. When we learn those words, the children have chances to do those actions. As for the students who can speak Chinese, we will use differentiation and teach them how to say whether the bird can walk or fly.



Yoga

By Ms Kelly

It's difficult to believe just how quickly time flies when you're having fun and that my last week before maternity leave is upon me! It's with both a heavy and excited heart that I take time off away from teaching yoga to the Reddam children to have one of my own.

It has been a complete delight watching the children evolve not only in their physical practice but in their relationship to themselves and to others. They have become patient in learning new skills and poses, kind to their friends and peers while they are acquiring new skills and compare themselves less to what others can or cannot do and focus on what they are capable of and learning from where they are at, rather than where they want to be now.

While I have enjoyed having fun in the experiences and lessons based on what I see about the centres, my favourite part of the lesson that warms my heart is watching the children engage in peaceful quiet times at the end, taking breaths to connect their awareness of the link between body and mind, how one can affect the other. Laying this foundation will be an important skill to facilitate emotional regulation throughout life.

To celebrate the final week of classes, I brought in a few of the children's most loved lessons and each group choose by voting whether they would like sea creatures, dinosaur or jungle yoga. Next week the children will have yoga with the very excited and passionate, Emma, who has recently added children's yoga instructor to her skill set after completing her Rainbow Yoga certification. I'll be sure to be checking in with the newsletter to see the children's progress! I've also promised at request of the Reddam kids to come for a visit with my baby.

Thank you for sharing your child's yoga journey with me and I'll see you on the other side of maternity leave.

Wishing you all so much love and peace,

Kelly



Yoga

By Ms Kelly

