



**REDDAM**  
ELS

23RD MARCH 2018

# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

## Petra's Message

By Mrs Petra Wright, Principal

On Wednesday the children in the ELS acknowledged and celebrated Harmony day. Harmony Day is organised by the Australian Government and is a day to celebrate our culturally diverse society on the 21st March every year.

In stage 1 the children made a beautiful collaborative hand print painting resembling coming together. Through researching some interesting facts on Harmony Day we came across the 5 top languages spoken in Australia, they are English, Mandarin, Italian, Arabic and Cantonese.

Every morning when I walk through the ELS it is so wonderful to see more children wearing their school uniforms and they wear them with such pride. This also gives the children a sense of belonging, which is directly connected to wellbeing.

Wellbeing incorporates both physical and psychological aspects and is central to *belonging, being and becoming*. Without a strong sense of wellbeing it is difficult to have a sense of *belonging*, to trust others and feel confident in *being*, and to optimistically engage in experiences that contribute to *becoming*. Wellbeing includes good physical health, feelings of happiness, satisfaction and successful social functioning.

As we approach Easter the children have been celebrating a new beginning. We invite all the children to join us next Thursday 29<sup>th</sup> March to hunt for Easter eggs. This Easter egg hunt will take place in the park next to our school. There will be a permission form for you to sign next to the register on Monday morning. The Easter bunny will make sure it caters for all allergies so that nobody misses out. You will receive the Easter holiday program next week and it is promised to be great fun.

Have a beautiful weekend with your precious children.

# Stage 1: The Nest & Fledglings

By Miss Leonie Pride

## Sensory Exploration

This week in Stage 1 we have seen some huge milestones from three of our friends, Natalie, Sophia K and Poppy. We now have some more walkers in our class or very close to which is very exciting. The three are all growing in confidence and strength taking more and more steps each day becoming closer and closer to walking unaided. It's so lovely to see them being able to explore their environment more with this ability.

In class this week, Stage 1 were busy exploring sensory tubs with organic puffed quinoa. They used the quinoa filling and pouring as well as taste testing. Learning through sensory exploration comes naturally for our Stage 1's as this is what they mainly rely upon to build an understanding of objects, spaces, people and interactions while they are still developing.

Picking things up and feeling their textures is what people often associate with sensory play, but it's about much more than touch. Sensory play includes any activity that stimulates a young child's senses of touch, smell, taste, sight and hearing, as well as anything which engages movement and balance.

Some sensory ideas for home if you're interested could be-

- \* - Watching bubbles float and for them to feel them land on their skin.
- \* - At night you could observe light and shadow created by torch light on objects of different shapes or sizes this is always fun.
- \* - Watching the colours mix and patterns form by finger painting.

On Wednesday this week we celebrated Harmony Day. The colour orange symbolises and supports cultural diversity. The day has a message that "Everyone Belongs" reinforcing the importance of inclusiveness to all Australians. The Stage 1's had lots of fun together making a hand print poster symbolising that we are all important in our class.

Thanks to everyone that has been bringing in books from home to share with one another we have had some great books this week.

Thanks for a great week everyone, we look forward to celebrating Easter with you all next week.

Take Care

Leonie, Rujuta, Ella and Fern





## Stage 1 - Sensory tubs with organic puffed quinoa





## Stage 1 - Music Time - Five in the Bed





## Stage 1 - Harmony Day - Creating art together



# Stage 2: Chicks

By Ms Jessica Whitbourn

## Building and construction

This week the children have been getting to know their new teacher, Miss Nimo. The children have been very welcoming and friendly, showing Miss Nimo around their space and introducing her to the different areas of the classroom. This week, the children and teachers had several discussions about what kind of songs the children like to help Miss Nimo get to know the children better. The children's favourites are "Sleeping Bunnies" and "ABC", in exchange Miss Nimo shared her favourite songs for the children to explore "Day's of the week" and "Sing a Rainbow".

We continued our provocation of construction the children stacked some cardboard boxes up high building towers taller than them and even built some tunnels, which the children walked through. Their absolute favourite was to tip the towers over and see them come crashing down, like how we have been reading in our "Dig, Dig, Digging" story about the different kinds of vehicles and the different things they do. The children have shown an interest in stacking objects and being able to balance things from wooden blocks to boxes to shapes. To continue on their interest we will be exploring their own balance in the following week. The children's interest in their train set is ever growing, they have been adding some bridges to the tracks and are in love with the new fire engine and safari train.

We'd also like to introduce to our Chicks "Show & Tell", where the children can bring in something special from home they would like to share with their friends and teachers. Through this we are hoping to allow the children to practice and develop many skills like their communication abilities would be exercised both verbally and non-verbally as they present to the group. It also encourages emotional development in a child, as he or she shares their interests, home lives, and joys with peers.

With thanks

Nimo, Angel, Tracey, Tina

## Easter Gifts

Looking for some Easter gifts? Two year old Leo Drennan from Stage 2 is making and selling his all natural Easter playdough.

There's two to choose from - 'Hot Cross Bunny' scented with cinnamon and mixed spice, and 'Easter Dinosaur' coloured naturally with matcha green tea.

Leo's had a ball cooking and learning about entrepreneurship!

Jars are \$8 each. To order, please email Leo's mummy Ali - [alidrennan@gmail.com](mailto:alidrennan@gmail.com). Leo will deliver for free to Reddam families in Sydney. Happy Easter!





## Stage 2 – Construction





## Stage 2 – Construction





# Stage 2/3: Sparrows & Finches

By Ms Joselyn Bruzzano

## Exploring our Sense of Hearing

This week our provocation focus continued with an exploration of our senses, specifically regarding our sense of hearing. It is the auditory centre of the brain that makes sense of sound. Our ears receive sound and send signals to the brain where they are processed to give meaning. Throughout the week we have offered our Sparrows and Finches a range of experiences to assist them to focus their attention on their sense of hearing.

Our school garden provided the perfect environment for the children to lie down, close their eyes and focus their attention on what they could hear. Noises of trees and leaves blowing in the wind, hearing the breeze passing by, distant sounds of children laughing, and birds chirping were all sounds that we could hear. Some of the children also began to talk about how they were feeling, calm and relaxed. We noticed that isolating our sense of hearing enabled us to truly focus our attention on the quieter sounds around us.

During group time we experimented with a range of instruments exploring the different sounds that they make, we noticed that the way we use the instruments influences the sound they produce. To further explore this, we decided to experiment with sound by creating a water bottle instrument. We filled small glass bottles with different quantities of coloured water, using a tapping stick we then explored the sounds it produced. The Sparrows and Finches took turns experimenting with the glass bottles and found that the bottles with the least water created the highest pitch sounds and the bottles with the most water produced the lowest pitch sound. We also discovered that the harder we tapped on the bottles, the louder the sound was.

Throughout the week the Sparrows and Finches were invited to create musical shakers using bottles and plastic eggs. They used a range of materials including rice, dry pasta, beans and lentils to fill their egg shakers and bottles.

Our creative experiences included painting to a range of different music including classical music, jazz and opera. As the children painted they were influenced by the sounds they heard. The Sparrows and Finches were also offered the opportunity to paint using bells on pipe cleaners. With each brush stroke the children heard ringing bells.





# Stage 2/3 - Sound experiment





## Stage 2/3 - Making instruments





## Stage 2/3 - Making instruments





## Stage 2/3 - Art experience; painting with bells





# Stage 3 & 4: Kookaburras & Rosellas

By Ms Pauline

## Welcome Miss Carmen

This week we would like to welcome Miss Carmen to our Stage 3/4 Room . Miss Carmen has many years of experience working in schools on the Northern Beaches and we are so happy that she has decided to join our Reddam team. If you have not yet already met Carmen, please introduce yourself to her.

## Story Stones

This week the children have been using stones with stickers on them to help them create their own stories. This has helped develop their expressive language and story telling skills. The children who are generally quieter in group times have been confidently telling the others stories using the stones. It has been great seeing the children throughout the day , telling stories using the stones.

## Builders

Blocks help children learn to take turns and share materials, develop new friendships, become self-reliant, increase attention span, cooperate with others, and develop self-esteem.— Kathleen Harris.

Often when we create our small world area next to our block play area, the children incorporated the two in their play. This week we added sea creatures to our small world play. Oscar and Oisin used the blocks and sea creatures to create an aquarium. We have been amazed at the structures the children have been making with the blocks.

## Easter eggs

Looking at patterns and pictures on eggs, the children have been spending time drawing eggs with beautiful patterns and shapes on them.

It has been great getting to know the children and their families in Stage 3/4 over my time here at Reddam. I will certainly miss you but am confident that your children will continue to flourish here at Reddam.

Pauline. Carmen, Luan





## Stage 3 & 4 - Builders at work





## Stage 3 & 4 - Story stones





## Stage 3 & 4 - Easter eggs





## Stage 3 & 4 - Easter eggs





# Playball: Stage 1/2

By Miss Lauren

Hi everyone,

We started our lesson today with the "bunny and the burrow" game. All the little "bunnies" hop around the court and when Lauren blows her whistle, all the little bunnies look for a burrow and jump into their burrow as quickly as they can. Great listening to instructions guys!

We all stood in our own hoop and Lauren instructed us what to do with the hoop : jump into the hoop; out of the hoop; jump over the hoop; walk around the hoop; hop backwards around the hoop, etc.

We all tried to spin our hoop; wait for the hoop to fall onto the ground and .....jump into the hoop.

Doughnuts! We all had a turn to catch a "Playball doughnut" – definitely one of our favourite games. Ask your children.

Hot Hoops – another all time favourite. We know that we "don't get cross or upset if the hot hoop touches us. It's only a game and we want to have fun".

You are not going to believe this.....we were all "Playball bus drivers" today. We held our "steering wheels" (hoops) and drove our bus to Chatswood, the zoo, the Wiggles concert, the park.....When Lauren says "red traffic light" we STOP; "green traffic light" we GO. We turn the corner by turning our hoop from side to side. If Lauren says "be careful, there's a bumpy road", we all jump up and down.....what a crazy, crazy game!!

Lauren placed hoops on the ground and we all had the opportunity to "cross the river on lily pads" from one side to the other while our friends cheered for us : "YAY"!

What a special time together.

Thanks pals.

Lauren





# Playball: Stage 3/4

By Miss Lauren

Hi everyone!

Lauren placed a number of hoops on the court and instructed us as to how many children needed to jump into each hoop.....first, we all found our own hoop, then....2, 3, 4, 5 children in each hoop. Maybe even the WHOLE Playball class in ONE hoop. Interesting to watch the dynamic and decision-making process amongst the children. Fascinating!

We all stood in our own hoop and Lauren instructed us what to do with the hoop : jump into the hoop; out of the hoop; jump over the hoop; walk around the hoop; hop backwards around the hoop, etc.

We all tried to spin our hoop; wait for the hoop to fall onto the ground and .....jump into the hoop.

Doughnuts! We all had a turn to catch a "Playball doughnut" – definitely one of our favourite games. Ask your children.

Hot Hoops – another all time favourite. We know that we "don't get cross or upset if the hot hoop touches us. It's only a game and we want to have fun".

"Bubble" game.....we are all little "bubbles bubbling around". Lauren runs after us with her "bubble popper" (hoop) and tries her best to "pop" us. We were squealing with excitement. We beg Lauren to play this crazy game.

Lauren held up a hoop in front of us and we all had a turn to walk through the hoop, trying our best not to touch the sides. Some of us had these crazy ideas how to position ourselves through the hoop. Interesting!!

Lauren held up the hoop again and we all had the opportunity to throw lots of coloured balls through the hoop doing "an over-arm throw" which Lauren taught us to do....starting from our ear and pushing forward in front of us...."Hello Mr Ball....bye bye Mr Ball!"

Lauren taught us a new game : "The Cat and the Mouse" game. The mice have to be very, very careful; otherwise, they might turn into a cat and try and catch other mice!!!

You are the best.

What fun we had together.

Lauren





# Dance

By Ms Tess

This week I began the classes with a variety of stretching exercises. I do this to ensure that the Children are warm and mobile before class. The younger children continued with their good toes and bad toes (i.e. pointed toes and flexed toes). This exercise teaches the children about what makes a nice line in dance. Although some dance pieces require dancers to flex their toes, the majority of dance pieces require dancers to point their toes. Hence why pointed toes are referred to as "good toes" and flexed toes are referred to as "bad toes" in the exercise. They then practiced their sensitive and sharp hands. These exercises help the Children get a feel for correct upper body movement. The older children followed their stretching exercises with various jumping exercises such as bounce and jump and clap and jump. These exercises teach the students about coordination and posture. All students rehearsed their drama exercises and jazz. Majority of dance pieces tell a story. It is thus crucial that the students are exposed to exercises that require a use of imagination. Whilst majority of the lessons are ballet focused, I always like to incorporate some sort of a jazz exercise, as I feel it is important that the children are exposed to more than one genre of dance.





This week in class, the children repeated elements of their initial class. The first class took place as an introduction to their teacher, as well as an introduction to the structure of our music classes and the concepts that they will build upon. For children, repetition is key, and this week many of the older children could sing along to the songs we had sung last week. In the younger classes, one or two children could be heard singing their 'hello' song quietly to themselves, showing that they remember what was sung, and as teachers it is important to follow up with repetition to consolidate their learning. From here on, each week we will add another element, whether it is a new rhyme, a new song to clap the beat to or a new song to jump around to and do actions with.

We sang our hello song, which includes waving hello, clapping our hands to the beat, co-ordinating our singing with clapping (for the toddlers), and listening to the teacher sing hello (for the under 3's). In each class, more and more of the children joined in - waving their hands, stamping their feet, and many of the older children suggested actions that we could do in the welcoming/good morning part of the lesson. As the children become more familiar with the songs and their teacher, they will develop their singing voices and their confidence in suggesting ideas about actions for songs, while working as a little 'musician', which involves any combination of singing, movement, memory and creativity.

This week, each class was given a colourful scarf, to put over their heads to become a spooky ghost, or in the younger classes, acting like a jellyfish and doing actions to our song 'Aquarium' which is a beautiful classical piece which often calms any of the under 2's who may be just getting used to music classes! Many of the infants this week waved their hands, clapped and stamped their feet, and tried to speak with their teacher - music really helps with language, and is a fantastic tool for developing language in children, particularly in infants, so the infant's 'babbling' to their teacher was a really good sign that they are enjoying their class, while developing language skills.

We used the scarves to have a picnic, and for the older classes, children were asked to suggest things to bring to a picnic. This discussion helps to develop their confidence in group contexts, and also sparks imagination. We sang our pat-a-cake song, and when this was done with the younger children, many more of them wanted a turn at this rhyme, which has hand actions. We also passed around a shaker for each member of the group, and sang our 'Pitter-patter' rain song, which the older children love. We use props in our classes to develop fine motor skills, and shakers or bells are used as a means of teaching children to keep the beat (or pulse) of a song, as they copy their teacher in shaking their instrument on each beat. The children also sang songs about horses, and for the older classes, made animal sounds as a way of exploring our voices. Every class loved the slide whistle, and some children copied the sound of the whistle, which is a vocal warm-up called a 'siren'.

With the older children, they sang a song called 'No More Pie'. This song involves a call and response which requires the children to listen and learn about a prominent feature of music, and develop their singing voices. The children in the older groups absolutely love this song, and they asked for it again and again.

Each of our classes end with our goodbye song, and the children all get a stamp or a hi-5 for listening, singing and moving, while having fun in music.





In last week's lesson, the children thought I was a magician. They were astounded when I shared with them an amazing 3D book with flips and magic games with paper cups. In the class, they were so eager to say the sentences in order to have a chance to pull or push the flips of the book. I must say it is a really useful book for children to learn how to say "what are you doing" in Chinese. This week we will continue to read the book to them in the future weeks. Meanwhile, we will be reviewing words of actions: walk, move, jump, run and fly, so we can start to learn short dialogues in Chinese.

For example: - What are you doing? – I am walking.

What are you doing? – I am running.

Additionally we started to learn a new routine question: "What is your name?" "My name is \_\_\_\_". It was a difficult concept for the children to grasp and so this week, for the Stage 3 students, I bought in two different animals toys. Then let the children give a name to the animals followed by asked them the questions. So that they had hands on concrete learning to reinforce the concept. For the Stage 4 students, we reviewed the routine questions. Afterwards, we played hide and seek in the classroom with the sentences.

As for the music, most of the kids could follow the music and sing the three little rabbits song. Therefore, this week, we will add gestures when we sing the song.

For children with a Chinese background , I read two books for them. They enjoyed the story very much. This week we will explore two new books and review the more complex songs and sentences we learnt.





# Yoga

By Ms Emma

Welcome to two weeks of an Easter Yoga special.

Our children will be having an 'Easter on the farm' experience as we talk about the life cycle of a chicken, familiarise ourselves with farm animals and of course Easter bunny games and movement.

We will be using our breath mindfully as we care for a baby chicken and nurse a little nest.

The children will be introduced to a chicken and farm soundtrack creating ambience and a peaceful atmosphere.

All farm animal movements have been made into fun and informative stories for our friends to enjoy.

I hope you enjoy hearing all about the classes from your children and that you and your family have a lovely weekend.

Emma.





# Yoga

By Ms Emma

