



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

5TH APRIL 2019

Principal's Message

By Mrs Kath Boyd

Dear Parents,

Wow – here we are at the end of Term 1! On one hand it feels like only yesterday that I walked through the gates of this incredible school and was blown away by the design of the building, the positivity of the teachers and the lushness of the surrounds...and on the other hand I feel like I've been a part of the Reddam ELS Lindfield community forever! Thank you all for making me feel so welcome and for being such enthusiastic, supportive parents. It has been marvellous getting to know your sweet children and witnessing their development since the beginning of the year.

Congratulations to the magnificent teaching staff for the exceptional teaching programs they prepare and deliver. As we wrap up the Term 1 Provocations, I believe that every child who has participated in the learning experiences has a better sense of *who they are and where they belong* (in the context of their family, Reddam and the wider community).

Term 1 highlights for me have been:

Stage 1 – Witnessing our littlest ones develop resilience, confidence and mobility;

Stage 2 – Watching the toddlers delve into sensory activities and delight in music experiences;

Stage 3 – Observing the children investigate, hypothesise and discuss a myriad of fabulous scientific experiments and creative art experiences; and

Stage 4 – Both accompanying the preschoolers on the Harris Farm Excursion and enjoying their joyful responses when they receive a 'golden treasure'.

As we look forward to Term 2 and our wonderful educators are already preparing their next Provocations. As a staff, we will endeavour to focus on the enhancement of skills within each child, which encourage the development and love of:

1. **Imagination:** *'Children need the freedom to appreciate the infinite resources of their hands, their eyes and their ears, the resources of forms, materials, sounds and colours.'* L. Malaguzzi

2. **Education:** *'Children have to be educated, but they also have to be left to educate themselves.'* E. Dimnet

3. **Play:** *'Play is the highest form of research.'* A. Einstein

4. **Possibility:** *'The wider the range of possibilities we offer to children, the more intense will be their motivations and the richer their experiences.'* L. Malaguzzi

Principal's Message Continued

Vacation Program: Monday 29th April to Friday 26th April 2019

Over the next three weeks our program will shift into "Vacation" mode and we have lots of fun activities planned to give the children a break from their usual routine. You will receive an email today outlining the daily events.

The focus for this Vacation Program is:

Week 1: Autumn

Week 2: Easter

Week 3: ANZAC Day/Australia

During our vacation period we enjoy a more relaxed program focusing on the creative arts. Our Stage 3 & 4 children are not required to wear their school uniforms and our normal educational program and specialist classes are replaced with a range of exciting holiday activities. This will allow both the children and teachers to regenerate and prepare for Term 2.

If you are planning to go away during this period please let Lisa and your child's teacher know that your child will be absent. Please be aware that this will be the last newsletter until we commence Term 2.

Public Holidays: Our school will be closed on Friday 19th April and Monday 22nd April for the Easter break, as well as Thursday 25th April for ANZAC Day.

Wishing you all a wonderful weekend and a safe, relaxing Easter break.



Stage 1

By Ms Natalie Horstman

This week marks the end of Term 1 and the children have continued to excitedly explore our Provocation 'The Five Senses'. The children in Stage 1 have settled so nicely this term, they are developing their own unique personalities and a strong sense of identity and belonging.

Our Five Senses

Our *Sense of Belonging* experiences provoked an exploration of our feelings and emotions. Discovery of the *Sense of Touch* led the children to a bubble wrap activity where they pushed and pulled their way through the wrapping, delighting in the texture and the sounds the little bubbles made as they popped. The children also created peg and sponge painting masterpieces, which enhanced their fine motor skills, hand-eye coordination and creativity.

The last week of term saw us exploring our '*Senses of Hearing and Sight*'. The children were able to explore different sounds through Story Time with Teacher Nat. We read a book called *Noisy Things that Go* which allowed the children to press the button to hear the sounds of each mode of transport, as well as the book *Cows Go Moo* which explored the sounds of different farm animals. We also extended this activity by introducing bells - where the children shook the bells then listened to the tinkling that the movement created. They were encouraged to shake the bells at various distances from their ears, introducing the concept of near and far and how the sound becomes louder the closer it is to their ears.

Outdoor Exploration

Our outdoor space was well utilised this week and the children have showed a great deal of excitement as they explored the new environment. The cubby house proved to be very popular with the children, provoking role playing (the teachers were gifted with many cups of 'tea' and 'cake'!) and extending on their social skills. Our beautiful planting boxes are looking so lush and children delighted in smelling the freshly cleaned herbs from the rain and using a variety of tools to dig, pat and comb the soil. They also used their hands to gently caress the flowers as they bent down to view them from all angles.

Sensory experience: Goop

Goop is a softer version of play dough that allows children to develop their sensory skills. Children are exposed to the concept of cause and effect, as they manipulate the goop they watch it create many different forms before finally contracting back to its original shape. This activity also encourages children to develop their fine motor and sensory skills through touch, smell and sight.

What a wonderful term we've had. Thank you lovely Stage 1 parents for being so delightful and supportive - we adore your children! Wishing you all a wonderful Easter and are very much looking forward to enjoying the 3-week Vacation Program beginning on Monday.

Natalie, Manoela, Heather, Michelle & Charity



Stage 1: Discovering Texture through Art



Stage 1: Group Time with Teacher Nat



Stage 1: Playing with Goop



Stage 1: Exploring Different Sounds



Stage 1: Exploring Sound: Popping Bubble Wrap



Stage 2

By Ms Tracey Truong & Ms Pawinee Hibbs

In the realm of emotions

The fabulous Stage 2 children have been enjoying learning about the 'sense of touch' and concluded the week with fun activities such as grating potatoes and carrots to explore the textures (before and after grating). They learned to use their fine motor skills during the activity as well. *'Developing fine motor skills is a building block for their writing skills in later years because the strong finger muscles can support the pencil grip for writing.'* (Kearns & Austin, 2007)

We are now at the end of Term 1 and we are ending our beautiful learning journey that has built around the provocation 'All about me'. Our focus this week was 'exploring our emotions'. EYLF outcome 1 identifies an ability to express a wide range of emotions is a tool for children to build a strong sense of identity (DEEWR, 2009). Additionally, children at the age of two are developing their personality, social skills and language development (Peterson, 2015). Learning about emotions provides an opportunity for children to explore their own feelings to build their personality, recognise others' feelings in order to develop social skills and enhance their emotional vocabulary and language development.

Emotion is an abstract concept and it is challenging for us to transform the abstract concept to a concrete learning style which suits children at this age. However, as we mentioned the benefits of learning about emotions, ranges of activities were implemented for children to purposefully and spontaneously explore the concept of emotions.

Shared storybook reading about emotions was a good strategy to begin the exploration of emotions. During the book readings we acted out different expressions and some children also copied them. We grabbed those opportunities to explain the meaning of those expressions and emphasised that we should observe those emotions on other people's faces.

It was fun to see children use pasta to create various emotions for arts, for example, happiness, sadness, anger and surprise. It was interesting to see the expressions of children while they were participating in this activity. Some expressions matched the emotion of the pasta face! We also provided some puffy paint from a mixture of shaving cream and glue for children to create funny hair. Children enjoyed choosing different emotions such as funny and happy and adding hair on those faces. It was precious to see them laugh while making the hair. They also mentioned, "It's fluffy and squishy!". It was excellent to hear more complex words such as these being used!

For our sensory focus we made the 'emotion balloons' filled with water for the children to squeeze whilst exploring the different expressions. This way children could strengthen their fine motor skills and study different facial expressions at the same time. It was lovely to see children looking at the balloons and making their facial expressions mimic those on the balloons. Playdough is our all-time favourite - and this week we combined playdough with other materials, such as pasta, googly eyes and pipe cleaners to create eyes and a mouth which expressed emotions. Of course, the happy face was the popular one!

This term has been a good learning journey for our Stage 2 children to explore their senses and emotions. Although it is the end of the term, our learning journey has only just begun. Finally, we would like to use this opportunity to thank all the parents who give us support and encouragement throughout the term...we LOVE your children! Also, we would like to thank all the casual teachers, Georgia, Doris, Jessie and Cheryl who give us excellent support each week. Happy holidays!

Tracey, Pa, Fern and Grace



Stage 2: Manipulating Playdough



Stage 2: Art & Craft



Stage 2: Exploring Emotions Through Art



Stage 2: Identifying Our Emotions



Stage 2: Sensory Exploration



Stage 3

By Mrs Joselyn Bruzzano

This week sees the end of Term 1 with the children continuing to explore what they might be when they are older. Throughout the term, our Stage 3 children have displayed a keen interest in food preparation and cooking so we have put our chefs' hats and aprons on and looking like chefs, we have cooked our way through the week.

Our culinary journey began with our proud and confident chefs preparing a fruit salad. It was a great introduction to the cooking experience to come. Following good hygiene practices and food handling techniques, we washed our hands and fruit and began cutting our apples, pears, bananas, oranges, plums, and kiwi fruit. Persistence was the key with the apples being more difficult to cut when compared to pears. It was fantastic to see our brave Stage 3 children negotiating child-safe knives with care and skill. A sense of pride, satisfaction, and achievement was visible in the afternoon with the children tasting their fruit salad.

Midweek apple and cinnamon pastry was on the menu. Using heart shaped cookie cutters, we cut heart shapes into our pastry. Following directions and engaging their independence, the children assembled slices of apple on top, drizzled golden syrup and finally topped our hearts with cinnamon. After some time in the oven, our apple and cinnamon hearts were transformed into crispy and flaky pastry, learning about the transforming process of cooking.

Towards the end of the week, we were keen to try something more complex, sushi making! Using a rice cooker enabled the children to learn about maths concepts including measurement, quantities, volume and capacity as they measured out rice and water. Once cooked, the children placed rice on to seaweed, then carrot and salad and rolled. Our sushi tasted very fresh and delicious. What an amazing culinary journey the children have been on this week, having learned so many different processes, food preparation, and cooking techniques.

A fruit and vegetable weighing station was particularly popular, offering two types of scales for the children to investigate. Exploring weight, we asked the children, "Which item is heavier, and which is lighter?" as they selected fruit and vegetables to weigh. The children spent a great deal of time exchanging fruit and vegetables on the different scales expanding their understanding of weight. We continued our maths focus counting and colour matching beads on pipe cleaners.

Our literacy experiences throughout the week included letter searches, the children excavated letters from sand tubs and identified them. Motivated by a variety of fruit and vegetables, our art experiences included painting still life. Using an open pallet of watercolor paint, the children painted multiple still life fruit and vegetable artworks. Olivia W painted her interpretation of a "red apple," whilst Joshua painted "a banana and a carrot." These art experiences challenge the children to look at the finer detail of everyday objects in their environment, aiming for the children to slow down, take time, become comfortable with mistakes, develop confidence and attempt new things.

What a fantastic end to our provocation!

I will be on vacation for the duration of term break and will be back at the commencement of 2nd term. Charline, Jenny, and Charity will be leading our exciting holiday program in Stage 3. Have a wonderful term break!

Joselyn, Charline, and Jenny



Stage 3: Uncovering Letters & Numbers



Stage 3: STEM - Weighing Fruit and Vegetables



Stage 3: Cooking Experiences



Stage 3: Still Life Fruit & Vegetable Paintings



Stage 4

By Ms Lauren Hall

Term 1 has gone by so fast and already the children have come so far. In just 10 weeks we've seen their confidence grow, they feel a sense of security in our classroom, the children are approaching new challenges and learning experiences with such enthusiasm, and forming strong rapports and friendships. How lucky we are to have such a beautiful class of children this year. This term our provocation *Belonging – Where do I belong?* has seen the children share their family structures, their cultures and traditions, their home life, they've explored their local community, learned more about Australia, and started to investigate what big school will be like. We've worked together to create a sense of belonging in our classroom so that everyone feels safe, secure and supported in their learning environment. Everyday the children sit next to our "Belonging Tree" as they enjoy moments of solitude while reading a book, or they point to their family photos which provides them with a sense of security.

This week the children have been engaging in more in-depth learning experiences that incorporate numeracy and literacy as part of our school-readiness program. A writing station was facilitated to encourage the children to trace and write their names independently. In just a few days many of the children have made huge improvements with their pencil grip, letter formation, and taken an increasing interest in identifying our words of the week (flashcards.) We've been focusing on rote counting and one-to-one correspondence this term, taking it further this week by identifying larger numbers, and addition and subtraction with counters. At the light table the children have also explored 3D shapes as they learn that squares make up cubes and triangles make up pyramids. Mathematical language has also been promoted as the children continue to explore patterning, and learn to describe quantities and the attributes of objects (e.g. thick and thin.) 'Literacy and numeracy are about more than just the three R's—'reading, writing and arithmetic'. While these are obviously important, a broader definition of literacy incorporates all forms of communication, including the visual and performing arts as well as talking, listening and storytelling (DEEWR, 2009, p. 38). Similarly, numeracy is about more than just counting. 'Recognising patterns, sorting and categorising objects, talking about time, measuring and calculating amounts, arranging objects in space and identifying shapes, are all examples of mathematical thinking that contribute to numeracy.' (NQS PLP Newsletter - No. 66)

Friendship has featured in our group time discussions where the children were invited to make friendship pictures and reflect on who are their closest friends in our classroom. Our storybooks *What I Love About Friends*, *When I'm Feeling Kind*, *The Red Feather*, and *What Friends Do Best*, all highlighted the qualities we look for in our friends including being kind, supportive, gentle, honest, trustworthy and considerate of others. The children's pictures will be made into our "Friendship Book" for them to add to throughout the year.

Our Holiday Program starts next week and the teachers have lots of exciting experiences planned. Miss Lauren will be on annual leave from 15th – 26th April, however Luan and Lucia will still be operating the classroom. Please speak to them regarding any questions or concerns.

Thank you to our families for a wonderful start to the year and have a relaxing and safe Easter break.

Lauren, Luan and Lucia



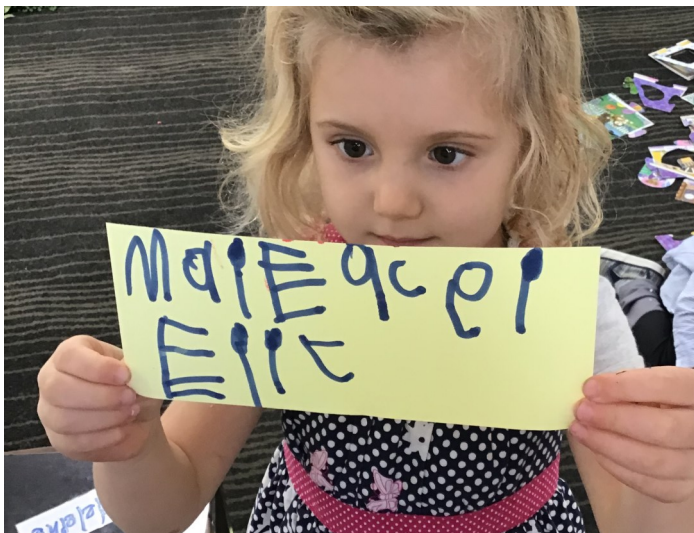
Stage 4: Jellyfish Collages with Wool



Stage 4: Making Healthy Choc Chip Cookies



Stage 4: Writing Our Names



Stage 4: Creating 3D Shapes



Stage 4: Creating Friendship Pictures



Stage 4: Making Pom Poms with Miss Lucia



Musical Theatre

Hey, it's James from Applause Musical Theatre Academy!

This week I brought in something a little different to show the kids: a flute that I made as a child - with my dad's help - out of a 16-inch length of plastic water pipe. I wanted to show that it's possible to make music with all kinds of everyday things! They had fun guessing how you make the flute make a sound, since it's quite unusual - it doesn't actually go in your mouth; you blow across the hole rather than into it.

After playing some of their requests on the flute, we discussed what other sort of items you could turn into a musical instrument. Some of their suggestions were 'banging on pots and pans', 'putting sand in a cup and shaking it', and 'hitting a big book with your hand'. I also mentioned a simple craft activity that you might wish to help your child try at home - putting rubber bands around an empty tissue box to make a makeshift guitar!

We also started singing a new song this week - 'Louis the Jazz Shark', which is about a friendly shark that sings jazz and entertains all the other sea creatures. We had lots of fun putting our hands on our heads like shark fins, and singing along!

Listen up people, what's that sound?

Can you hear the music that's floating around?

*Raise your hand like a fin, swim around in the dark -
now you're swimming like Louis, the jazz shark!*

I'll be taking a short break over the school holidays but I look forward to seeing you all again in Term 2!



Jungle Yoga

"The attitude of gratitude is the highest yoga"

Namaste families!

This week our Yoga classes across Stages 1 to 4 continued to explore the *Jungle* theme. The children practised familiar exercises, which they participated in with joy and confidence.

I am so impressed with the children's attitude towards our classes and the sense of fun they bring to our sessions. One member of our Stage 4 yoga class started a conversation about how he liked doing yoga at home as well as at school. It was lovely to hear many of his peers joining in with enthusiasm and sharing their varied experiences of yoga.

One thing I learned during my training for teaching yoga to children was the great benefits that can accrue by starting the practise of yoga from a young age – these benefits include flexibility, knowledge and confidence in their physical abilities, emotional intelligence and, working in a caring, fun group.

It's been a great privilege for me to see the evidence of this through working with your children at Reddam ELS. When I asked the children this week what we learn during meditation, they answered with confidence: "Listening, looking and how to be silent when needed!"

The tiny yogis make me so proud and fill my heart with joy!

Wishing you love and peace,

Tati



Playball

By Ms Lauren Guttman

It is so exciting to be together again! We have the best lesson planned for today! We started our lesson today with the "forwards/backwards" game. Ask your children! When Lauren blows her whistle once, we walk forwards; when Lauren blows her whistle twice, we walk backwards, but.....Lauren goes faster and faster and faster until we are moving like crazy and it looks like we are dancing!

Lauren brought balls with her today. We placed the ball between our feet and jumped as high as we could. We all had such a good laugh. We then placed the ball between our knees and tried to walk trying our best not to let the ball slip – we were waddling like little penguins. Time for soccer.....We did some free kicking around the court, always remembering to watch our ball. We dribbled (little kicks) the ball around the court and when Lauren blew her whistle, we "trapped" the ball with our foot – great **balancing skill**. We placed our ball on a ball holder, waited for Lauren to blow her whistle and kicked the ball off the ball holder as hard as we could.

We even did some headers" – we stood in a line and Lauren gently "boofed" the soft ball on our heads to give us an idea of what a "header" is. Lauren taught us that we try our best to first move our head backwards; then forwards to "boof" the ball as hard as we can – with our heads – **not using our hands at all**. Lauren placed soccer goals on the court and we all had an opportunity to line up individually, place our ball on a ball holder, keep our eye on the ball as well as the soccer goals and kick into goals....We know that if the ball doesn't go into goals, we don't get cross or upset – **the "more we practice; the better we get!"**

Lauren placed different coloured ball holders all over the court and instructed us as to which colour to run to. Sometimes we would be at a certain colour, say, yellow and she would instruct us to run "to yellow". She is such a tricker. She would also instruct us going faster and faster and faster until we were actually running around in circles! Tricker!!!

Well done buddies. Have an awesome week.



Welcome to Mandarin! This week we reviewed our Term 1 lessons.

In Stage 2 and Stage 3, we reviewed the names of colours and family members. Because the pronunciations of family members are quite similar between English and Chinese, I found that the children were able to grasp how to say "Mum" and "Dad" quite well. The children have excelled at learning the names of colours and are quite proficient with the colours "red", "green" and "black". We still need to practice "blue" and "yellow" a little more, as well as introducing other colours into our lessons, so we will continue to focus on this in Term 2.

We also re-visited the concept of numbers this week and, using gestures, the children were able to identify a variety of numbers and then repeat their names in Chinese. When prompted to identify their age, some children struggled a little, so with the help of their Teachers, we found out how old they are and then practiced saying their age in Chinese. The children were able to reiterate the phrase, "I am 2 years/3 years old" in Chinese - great work!

Enhancing our pre-literacy and pre-numeracy skills, we read a book about numbers. To further cement the names of the numbers one to ten in Chinese, we followed up with a counting activity.

Stage 4 children have appeared to particularly enjoy the songs that have been introduced throughout the term. Some children even mentioned that they sing the Chinese songs to their parents and siblings at home! It's encouraging to hear that the children are utilising their skills outside of class.

Term 2 will see the continuation of routine questions, including "Where are you from?" and learning to answer these questions in Chinese. We will also continue with a focus on numeracy, through the introduction of the concept of time. Incorporating gross motor, pre-numeracy and time-telling skills, the children will be introduced to the game, *What's the Time, Mr Wolf?*

I look forward to seeing you all again in Term 2.

Have a wonderful Vacation Program.



This week all the children went on an exploration in to the reversed double world behind the looking glass, (mirror) retaining something of the thrill of the fairy tale and to provide a strong motivation to pursue some real science. The younger children went on an adventure and had a picnic with their teddy bears. They used their teddy bears to copy the actions that the teacher was doing. The teacher also asked each student to look into the mirror and point to a part of his or her face/body. They used their body to mirror what the teacher was doing. The children used their hands to be windows, closing their hands and covering their face and then opening them again to show the emotion.

In the older stages the Teacher began in role as a News reporter, explaining that some of the characters from Fairy tale land don't know what to do as an evil spell has taken away the ending of their fairytale. Let's listen to some of these characters now:

- TIR as Little Red Riding Hood
- TIR as Snow white

The children decided that they wanted to hot seat the characters to understand the character more and what was going. The children discussed Mirrors, where we see them, why we have them etc. Next the children used their imagination to go through the mirror. Once they had gone through the mirror they saw characters from Snow white and a hidden apple. They discussed if they should eat the apple as it it looked delicious. They also discussed what other foods are delicious and sound delicious. The children used mime to add to the effect of mirroring. The teacher led a discussion about stories that start with "Once Upon a Time' They discussed how they should end Little Red Riding Hood's story, and Snow white. Mirror teacher emotions (happy, sad, scared, surprised, excited, confused).

Using a dice (and the numbers on the dice) and emotion pictures the children took it in turns to role the dice and show the emotion relating to the number they had thrown (1=Happy 2=sad 3= confused etc. etc.) OR you could say an emotion/line from the fairytale and depending on the number they do it 1 = no effort at all 6 = over the top. THIS IS THEN MELODRAMA.

Once Upon a Time bag (with the younger ones) – The children took it in turns to take a picture/object out of the bag and tell a story, continuing on from what the person before had said. In the nest and fledglings some of the children showed the rest of the group what the object did (hair brush, they brushed their hair) or created the shape with their body. As the last picture was taken out of the bag, the children discussed possible endings. The children then acted out the story they had created. To finish with the children acted out the Mirror, Mirror on the wall scene, from Snow White in pairs, one child stood behind the mirror and the other in front. The one who was behind the mirror had to think of someone who they thought was beautiful?

The children worked in pairs, one the leader and the other the follower, mirroring one another. Used the mirror to reflect the sunlight and the children ran to the space where the sun was shining.



Hello Reddam families! This week in music, I was let loose to run the groups on my own. In Stage 1, we used both structured and unstructured activities to learn through music. With lots of support from the Stage 1 team, we sang *10 Little Bubbles*, while also exploring our movement in space by popping the bubbles. We also moved and sang along with *Row, Row, Row Your Boat* and *This Old Man*, before exploring a collection of tuned and un-tuned instruments. This unstructured play offered the children the opportunity to take turns, to negotiate sharing instruments, and become aware when I was playing in time with them (attunement).

The Stage 2 group also had the chance to explore and share some instruments. This group practiced developing their motor skills and awareness by playing loud and soft, fast and slow. As you probably guessed, the playing loud was the most fun part! We revisited the *Hopping Bunny* song from last week, and the group showed some improvement in their awareness and regulation, by better responding to the movement and stopping cues of the song. Lots of the kids also sang along as they remembered the song. We introduced 2 new songs this week - *The Monster Song*, which playfully uses soft and loud sections to help the children to focus, and *The Feelings Song*, which focuses on communicating our feelings through our faces. This song also validates people having a variety of different and healthy feelings.

Our Stage 3 group used some new and some familiar songs to work on our singing, sharing, dancing, self-regulation and self-expression. After introducing with the *Monster Song*, we moved onto *The Feelings Song*. This was a highlight for me because the children were able to build on our work from the previous week by adding new (more complicated) feelings such as "shy", "silly" and "tired". Without prompting, several of the children correlated some of the feelings to events that happen in their life.

For Stage 4, we introduced some musical concepts around rhythm and melody. After splitting the group into two teams (the Dinosaurs and the Princesses), each team was given the chance to copy rhythms based on the Kodaly method (of Ta and Ti ti). Both teams did very well, and we finished together by playing the Titi Ta of *We Will Rock You*, and singing along with the chorus. We also learnt a new song called *Senyaya*. The simple, repetitive lyrics allow us to focus on learning the melody, while the simple diatonic melody is also good for possibly learning harmony parts in future.

Wishing you all a great weekend.
Dave

