



REDDAM
ELS

28TH JUNE 2019

Principal's Message

By Mrs Kath Boyd

Dear Parents,

Here we are at the end of Term 2 – unbelievable! The sustained level of student engagement at our ELS continues to astound me, as does the creativity of our skilled teachers. The children in all Stages have now settled beautifully into our school routine and eagerly participate in the vast array of experiences that are presented each day. Congratulations to all our fabulous ELS Teachers and support staff for their tireless enthusiasm and dedication – the children have indeed blossomed under their care since the beginning of the year. Lucia captured the joyous photo above showing Yi, Fitzandy, Abigail, Laura, Kinsley, Vivienne and Dash (Stage 4) playing in our neighbouring park. ***“Leaves grow old gracefully, bring such joy in their last lingering days. How vibrant and bright is their final flurry of life.”*** K. Gibbs

The relationships that have developed are genuine and positive. These include bonds and friendships between children; parents; students/teachers; parents/teachers and teachers/teachers. Our Specialist Teachers thoroughly enjoy visiting Lindfield each week and regularly comment on the outstanding manners and keen attention the children display during their lessons. On a personal note, I have loved getting to know your child/ren, the teachers, my fellow Reddam Principals & MD, and you – the parents, grandparents and caregivers – over the past six months. **Thank you** for welcoming me so whole-heartedly into your community. The staff and I are so thankful for the support that we receive from parents on a daily basis.

“If you want to walk fast, walk alone. If you want to walk far, walk together.” African Proverb

Highlights for me over the last term have been:

Stage 1: Witnessing the incredible growth of language skills, friendships and confidence within our youngest students.

Stage 2: Watching the children connect beautifully and develop trust in their teachers and peers whilst participating in an impressive variety of creative arts experiences.

Stage 3: Joining the children as they joyfully engage in an incredible array of Reggio-inspired scientific and mathematical experiences.

Stage 4: Welcoming the preschoolers into my office to receive their well-deserved Golden Treasures prizes and being blown away by the interactive educational program on offer.

Principal's Message continued...

As discussed in last week's newsletter (Page 2), all parents will receive their child's **Half-Yearly Progress Report** today (or next week if your child does not attend school on a Friday). Once you have read this report you may like to book in a **Parent/Teacher Meeting** with your child's Core Teacher. This will allow you to discuss the report in greater depth and provides our teachers with insights into your own observations of your child at home. These are optional 10-minute meetings and will take place over the upcoming Vacation Care period. Booking sheets will be in each classroom from Monday. I congratulate the teaching teams on producing such comprehensive and informative student reports.

Vacation Program: Monday 1st - Friday 19th July

Over the next three weeks our program will shift into 'Vacation' mode and we be packed with fun-filled opportunities for creativity and discovery. The children will enjoy a more relaxed program focusing on the creative arts. Our themes for this term's Vacation Program are:

Week 1: **NAIDOC Week**

Week 2: **Winter Wonderland**

Week 3: **Loving Literature**

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 next term. This afternoon, I will be emailing home to each of you an itinerary of our Vacation Program which outlines our daily focus. Please check this document carefully as some days invite the children to come in special costume or bring a favourite book/resource to school.

If you are planning to go away during this holiday period, please let Lisa and your child's teacher know that your child will be absent. This will be the last newsletter until we commence Term 3.

For those families who are lucky enough to be travelling over the next three weeks, I wish you a safe and restful holiday break. Both Lauren (Stage 4 Core Teacher) and I will be taking some leave during this period, and Luan will return from Brazil on Monday 15th July.

Enjoy the weekend, the holidays and you'll hear from me again in Term 3!



"Children have real understanding only of that which they invent themselves"

Jean Piaget

It has been wonderful watching the children's exploration in the past fortnight, of our natural environment outside on those lovely days in between the rainy ones. Many have enjoyed just seeing the plants again and smelling the flowers, they are really growing now! During the last two weeks of Term 2, the Stage One children have been enthusiastic investigators of their world.

We have concluded our exploration of vehicles with a week examining emergency vehicles. We were policemen/police women, fire fighters, doctors and emergency responders. We had costumes, medical equipment and did forensic fingerprint paintings together.

Indoors this week we have begun our examination of things that move, that are alive. We painted with our pipe cleaner wiggly worms, we drew animals on our chalkboards and we have been reading so many stories about animals. All of the Stage One children just love finding *Sophie the Giraffe* in our special hide and seek book.

We've had to be creative and find extra fun things to do for these two weeks, due to the wet weather. We had some additional musical moments, exploring the instruments and making songs together, magically. We have enjoyed some new felt shapes to help us explore sensory textures but also use our cognitive skills. We even built with the connector magnetic shapes, to explore how to create three dimensional shapes together.

This Friday (28th June) Miss Michelle will be finishing with us and heading off to America, but she has told us how much she is going to miss us and will be in contact once she's settled. We will miss you, Miss Michelle and thank you so much for all that you have done for the children at Reddam ELS Lindfield.

Natalie, Manoela, Heather and Michelle



Stage 1: Forensic Vehicles and Painting



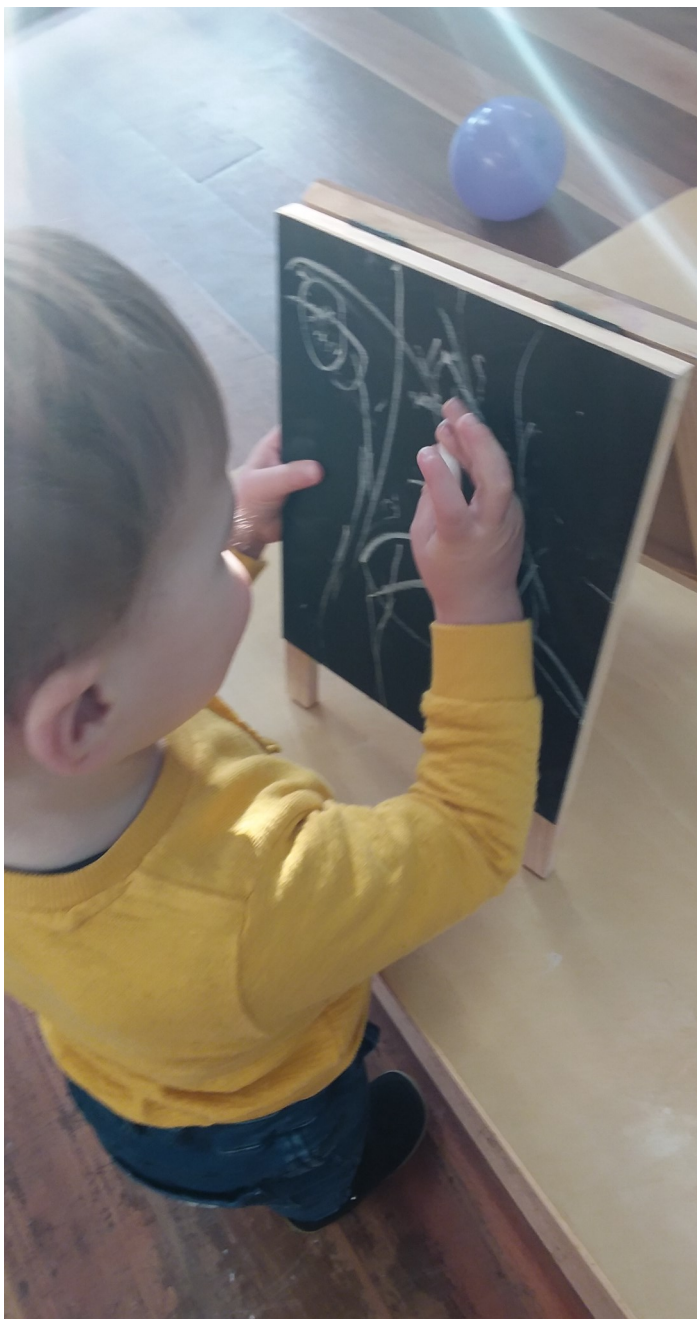
Stage 1: Exploring Literature



Stage 1: Outdoor Play



Stage 1: Indoor Experiences



Stage 1: Music Group Time



It's the end of another busy and happy term in Stage Two. The teaching team are SO proud of the gains that the children have made over the past semester! This week our Provocation focused on being a firefighter. We were able to learn about the role of a firefighter, the equipment they use in their job and the different types of emergencies they attend.

We were able to engage in dramatic play and dress up as firefighters with our peers. There were buildings made out of boxes with red and orange scarves as the flames. Using a pool noodle as a hose we put the fires out and were able to help one another holding the hose. We sang the *Fire Engine* song and did the actions. The children were eager to engage in dramatic play as it offered them the opportunity to role play as firefighters.

We read several books about firefighters and fires. One of the books the children revisited was *The Firefighters*, by Sue Whiting. The story was about children dressing up as a firefighter and having real firefighters visit their school. The book offered the children the opportunity to share their knowledge about what firefighters do and how they help people in the community.

At the art table there was feather painting using red and yellow paint to mix to create flame shapes on the paper. The children were required to use their fine motor skills when holding the feather. When mixing the colours most children were fascinated to see they had created orange.

The art collage allowed children to glue wooden matchsticks, orange paper and cotton wool balls to create their own campfire. The cotton wool balls represented the smoke, the orange paper represented the flames and the matchsticks mimicked the wood. This experience encouraged children to talk about camp fires. The children were impressed with the fire collages they created.

One sensory tray was set up with red and yellow shaving cream to mix and encourage the children to create their own flames. By mixing red and yellow children were able to make orange. Moulding the shaving cream, the children were able to make big and little flames. The second sensory tray allowed children to play with yellow coloured salt with red pasta and small wooden sticks. Children could create their own campfire using the sticks and red pasta. Some children were eager to add fire engines to drive through the coloured salt.

We also made a bubbly fire using bicarbonate soda, vinegar and red coloured food dye. The children were excited to see the bicarbonate soda bubble as the vinegar was added to it. The children were able to see the bubbles become bigger as more vinegar was added to the bicarbonate soda.

See you next week for Vacation Program adventures.

Jillian, Tracey, Georgia, Pa, Fern, Doris and Charity



Stage 2: Dramatic Play as Fire Fighters



Stage 2: Sensory Play - Making Flames



Stage 2: Painting Using Flame-Coloured Feathers



Stage 2: Fire Collage



Stage 2: Sensory Play with Coloured Salts & Pasta



"Learning teaches us what is known, play makes it possible for new things to be learned. There are many concepts and skills that can only be learned through play." David Elkind

Play is important for children's learning and development; it comes naturally to them. Providing a wide range of play-based experiences which cater to the children's developmental needs and are based on children's current interests gives children opportunities to practice, take risks, make mistakes, explore new things, investigate, inquire and solve problems at their own rate.

As the children investigated worms this week, they expanded their knowledge about the natural environment around them. This was aided by the introduction of books including *How Do Worms Work* by Guy Barter. In the school grounds the children had discovered a worm in the garden bed, we collected the worm and placed it in our classroom to study. Using magnifying glasses, we took a closer look at the worm and how it moves through the dirt. We then discovered that worms help to increase the amount of air and water that gets into the soil. They break down organic matter including grass and leaves and leave behind castings which assist in fertilising the soil.

With the worm in our class we took the opportunity to study it as it made its way through the soil. Some of the children painted and drew art inspired by our worm. Other art experiences included creating string worm paintings achieved by dragging string through coloured paint and then pulling the string across paper.

Our STEM focuses this week were science and maths based. The science component was a dancing gummy worm science experiment. We soaked several gummy worm lollies in a bicarbonate soda and water mixture. Once the gummy worms had absorbed enough of the bicarbonate mixture, we carefully placed the worms into a large jar of vinegar and watched with anticipation as the gummy worms began dancing around the jar. As this reaction was taking place, we had a discussion around the science behind our experiment. We asked the children, "Why do the worms move?". Joshua said, "It might be the water in them." Eabha responded, "It's the vinegar and white powder." The gummy worms move because of the chemical reaction between bicarbonate of soda and vinegar which produces gas, tiny bubbles around the body of the worms.

The children continued the worm theme and we weaved maths into the program by creating beaded worms. As the children threaded beads onto pipe cleaners, they counted their beads, they then shape their beaded worms manipulating the pipe cleaners in their hands.

Finally, we revisited slime this week, but with a worm twist, as our insect and minibeast slime was a huge hit. Using their fingers, the children manipulated the slime, digging through to count the worms at the base of the tub.

"Play provides opportunities for children to learn as they discover, create, improvise and imagine. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn." (EYLF, 2009)

Have a wonderful weekend.

From Joselyn & Vivian



Stage 3: Birdseed Art



Stage 3: Counting Glass Bead Eggs in Nests



Stage 3: Exploring Weight with Feathers and Stones



Stage 3: Bird-Themed Small World Play



Stage 3: Making Binoculars for Bird Watching



Stage 3: Investigating Budgies & Creating Sketches



What a busy term we've had! There's been so much rich and meaningful learning as the children have explored, investigated and made discoveries about the world in which they live in. Together we've learned about dinosaurs, natural disasters, natural minerals and animal habitats. We concluded our provocation for this term by exploring woodland animals that inhabit the forests across Europe and North America. The children identified black and brown bears, deer, moose, wolves, beavers, squirrels, chipmunks, eagles, owls, foxes, moles, hedgehogs, badgers, raccoons, rabbits and hares, and a bison. We learned that many of the larger animals prey on the smaller ones, wolves hunt in packs, the bears catch salmon swimming upstream, the raccoons love to rummage through trash cans, and the eagles and owls snatch small animals up in their talons.

Our story books included many of these forest animals and the illustrations depicted the changing seasons. *Owl Babies*, by Martin Waddell inspired the children's artwork, where they used sponges to dab the paint and create an owl family. The children loved *Little Beaver and the Echo*, by Amy MacDonald and we learned how they are very clever at making their lodges out of tree branches and mud, and also create dams that many ecosystems rely on. We watched a squirrel documentary and saw how they collect materials to make comfortable homes inside trees, and stock up on acorns to last them through the winter. In the atelier the children created autumn leaf prints, with hues of yellow, orange, red and brown, and enjoyed printing with apples to create trees. Clay was introduced so the children could mould and manipulate it into an animal of their choice. There were lots of cats, rabbits, mice, dogs and unicorn hybrid creations made. Our excursion to the park was the highlight of the week where the children enjoyed collecting the yellow leaves that had fallen from the tallest tree. We hoped to see some rabbits hop by but they must have been "hibernating in their rabbit warrens."

"Learning teaches us what is known, play makes it possible for new things to be learned. There are many concepts and skills that can only be learned through play." David Elkind

Our small world area was full of conversations as the children role-played with the woodland animals. It was surprising to observe how popular these animals were with the children, as they created stories based on what they could recall from our books and from their own imaginations. There was even a family camping in the forest "who had to keep their picnic baskets safe from the bears." In the construction area the children used trial and error, and their engineering skills to explore the concepts of height, levels and motion to make ramps, slides and roads. It was lovely watching the children work so cooperatively together to make adjustments to their designs, while they listened to each other's ideas and suggestions.

After learning about so many animals we ended this week with a collaborative zoo project. The small world area and construction resources were combined to create different sections of the zoo for both land and sea animals. The children grouped the animals according to their habitats and species, making sure they were all safe from their predators. The level of engagement during this project was very impressive as the children exchanged ideas to realise their zoo design. We also explored the concept of zoo maps and animal signage, and enjoyed story books including, *Dear Zoo*, by Rod Campbell, *Zoo House*, by Heath McKenzie, and Anh Do's *What Do They Do with All the Poo from All of the Animals at the Zoo?* which received plenty of laughs. The children's interest in toucans prompted them to create colourful birds using their cutting and gluing skills, and we learned the *Toucan Song* which has a cool jazz vibe. "Too, too, too, toooooooucan!"

Thank you for a fabulous term! Where will Term 3 take us next on our learning journey?

Lauren, Lucia and Jenny...and Luan is waving to us and shouting "Olá!" from Brazil.

Stage 4: Exploring the Park



Stage 4: Exploring the Park



Stage 4: Forest Animal Sculptures



Stage 4: Construction Projects



Stage 4: Woodland Forest Small World Play



Stage 4: Class Project - Constructing a Zoo



Stage 4: Artwork Inspired by Forest Animals



Stage 4: Children's Interest - Toucans



Stage 1 and 2

This week the children explored a simplified version of the *Three Little Pigs*. Xanthe began the class with the children sitting in a circle and helped tell the story using prompts. They used their fingers to count the pigs and the houses and then folded their fingers as the wolf blow each house down. Next, the children told the story with their bodies, creating the houses and then falling over when the wolf came. The last house was brick so the children decided to connect their hands so that the wolf couldn't blow the house down. They finished by pretending their houses were made of different things like jelly, books, glitter and ice cream.

Stage 3 and 4

The children started with a vocal warm up this week – “*Boom Chicka Boom*”. They repeated the phrase back in different emotions including sad, happy, excited and sleepy. The children then acted out the *Three Little Pigs* story, creating houses in partnership with other children and then Xanthe, as the wolf blew them down! The group created the brick house together and showed the wolf that the house couldn't be blown down. The teacher then asked the children to divide into two groups and think of new endings to the story. Some of the endings included digging under the house and surprising the pigs; the pigs getting cooked and eaten; the wolf knocking on the door and the pigs tricking the wolf by not answering, so the wolf decided to go to the restaurant instead. The children absolutely loved the story and the new endings!



Hi champs!

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 this week.....AFL balls – can you believe it! 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 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**.

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!

Lauren



Last week, we started to learn a new topic of body parts which we continued this week. We learnt how to say "ears" in Chinese which the children seemed to grasp quite easily. I introduced a book that encouraged the children to guess what body part was hiding under the flap. This also encouraged the children to practice saying each of them in Chinese. We followed this up with an activity that emulates the game "Stick the tail on the donkey" where the children were invited to stick a variety of body parts on a pumpkin man.

During last week's lesson I asked the children whether they knew the song *Head, Shoulders, Knees and Toes*. Most children knew how to sing the song in English so we began to learn it in Chinese. They eagerly joined in with the gestures which assists in the children's ability to retain the words in other languages.

Stage 3 and 4 continued working on the routine questions and sentences of "What is your name?" and "My name is...".

Mandarin lessons will resume again at the beginning of Term 3. Wishing you all a wonderful Vacation Program.

Sherry.



"Slow Down, Just Breathe"

Namaste families!

As the weather has remained so chilly, we've continued with our *Winter* theme this week.

We began classes with the breathing a snowflake (cotton balls) exercise then we moved on to a dynamic and active body movements to warm up. We practiced the *Book Song* which is performed on the floor, then we prepared for our usual Sun and Mountain dance. It has been so nice to see children from Stage 3 and 4 to do it by themselves as they just follow my verbal cues. During the warm up I invited a child to come and step on my teacher yoga mat to be the role model for each dance. This generated great enthusiasm in participation within the groups, as all the children raised their hands asking to be chosen. Then we prepared for the *Hokey Pokey Winter Dance* which is really uplifting and fun to do. The dance is a great way to build heat in the body as it is quite alive and energetic. Children seemed to love this dance as they could not hold in their giggles demonstrating their excitement, and they were fully engaged during the entire dance.

As winter is also a great opportunity to slow down, I invited children to practice a longer and slower meditation. I began by reminding what are the three main "rules" to this practice and children engaged and shared what they knew. I offered for the children to lay a bean bag on the top of their heads and concentrate on holding it still. I explained the importance of keeping the spine straight while sitting up to meditate in order to balance it. Then I began to guide them by telling a story of the giant quiet tree that cared for baby birds. Children concentrated with their eyes closed while I guided them through the story, concentrating on breathing and body alignment including sitting with your spine nice and tall, allowing your hands to rest on your lap, relaxing your shoulders and your face and breath in and out to keep the baby bird comfortable and warm. This meditation practice promotes building concentration, balance and posture. Next, the children were asked to lie down and place the bean bag (baby bird) on their bellies and while they were breathing, they could notice the bean bag moving up and down. The aim of this exercise is to benefit children from practicing conscious breathing and body awareness. As they were laying on their backs I passed around with feathers and gave them a face tickle.



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

This week I brought in an instrument called a fife. Fifes are a kind of cross between a flute and a tin whistle - it's played sideways, like a flute, but instead of keys it has six finger holes, which a few lucky friends got to experiment with to change the sound. We discussed what the fife is made out of - mine is silver, but they are also commonly made of ebony and maple wood - and where it's typically played, which is in military and marching bands, although they're frequently used in Celtic music as well. I took some requests and played the songs the children asked for on the fife, so they could see and hear it in action!

We also talked a little about how the instrument makes its sound; unlike the other wind instruments I've brought in, simply blowing into the end doesn't work. This prompted some of the children to suggest that it had run out of batteries, or that perhaps I needed to whistle into it. In the end we discovered that instead of blowing into the hole, one needs to blow across the hole. I showed them the same principle at work by blowing across the top of my water bottle, producing a tooting noise, and encouraged them to try the same experiment with an empty bottle at home.

With the younger groups, we started a new song entitled *Brick One, Brick Two*, about the different animals and machines you can invent with Lego, and imagining what sounds those things might make. We also continued with our song *Full of Beans*, an energetic song about saving up our beans and then shaking them all out.

