



# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM  
ELS

27TH SEPTEMBER 2019

## Principal's Message

By Mrs Kath Boyd

Dear Parents,

We have arrived at the end of another incredible term of learning and discovery here at Reddam ELS Lindfield. The inspirational teachers have exposed the children to a wide variety of educational opportunities which encourage self-expression, communication, logical thinking and problem-solving. **"The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences."** (Loris Malaguzzi) One would assume that after 10-weeks of such an interactive, creative and academically rich educational program the children would be exhausted. . . but instead they remain keen and happy participants in their learning journey. Their thirst for knowledge has only increased! This past week saw the children and teachers in our ELS drawing together the lessons learned and activities enjoyed during the Term 3 provocations. All of these provocations and related learning experiences nurtured every child and their interests individually.

The creativity and passion of the teaching staff AND the enthusiasm for learning within the children at this school continues to inspire me. Highlights for me over the last term have been:

**Stage 1 - The Magic of Storytelling:** Witnessing the sustained focus and enthusiastic participation during literacy activities of our youngest students and hearing the substantial development of their communication skills.

**Stage 2 - Exploring Our World:** Seeing the children participate enthusiastically in an impressive variety of challenging differentiated learning group experiences and noting the genuine friendships that have developed.

**Stage 3 - STEAM:** Observing the children joyfully engage in an incredible array of Science, Technology, Engineering, Art and Mathematical Reggio-inspired experiences and marvelling at the array of factual and fiction texts they engage with each day.

**Stage 4 - Exploring Occupations whilst Investigating and Making Discoveries:** Joining the adventurous preschoolers on their excursions into the local community and being blown away by the excellent School Readiness program on offer.

I offer my sincere thanks to all those who have contributed to a successful term. The amazing teachers have once again provided a warm and caring environment, conducive to learning and self-expression. Lisa continues to offer incredible administrative support to myself, staff and parents (current and future). The maintenance and cleaning staff have aided immeasurably, to ensure that we have all been able to enjoy a well-functioning and attractive campus. And, of course, you . . . the parents and families, have added much to the atmosphere of friendly interaction, all for the benefit of the children. Finally, I want to thank the children, whose delightful sounds permeate the school, and make each day so much more worthwhile. We trust that all the children who attend the Vacation Care Program will have an enjoyable and fulfilling time, and that those who will be traveling away will have a restful break.

# Principal's Message Continued...

## Traffic Access Changes

This Sunday (29th September), the North Shore Synagogue located in front of the school will begin celebrating Rosh Hashanah (Jewish New Year). This is one of the biggest celebrations of the year and considering that the Synagogue will have a high number in their congregation, security has been organised for this event. As we share a driveway with the Synagogue, their security team need to identify every vehicle and person who enters the premises.

A Security Guard will be stationed at the entrance of Treatts Road and they will ask you to identify your purpose for entering the premises. Please advise them that your child/children are enrolled at Reddam ELS Lindfield. For additional security measures, they may also ask you a couple of other questions to verify your association with the school. To reduce any potential delays, please ensure that you have a 'Reddam Badge' on hand. You may be asked to present your badge at any time from today until Wednesday 9th October, but specifically during these dates:

\* Monday 30<sup>th</sup> September 2019

\* Tuesday 1<sup>st</sup> October 2019

\* Tuesday 8<sup>th</sup> October 2019

\* Wednesday 9<sup>th</sup> October 2019

We wish our Jewish families and community Shana Tova. Thank you in advance for your cooperation. If you require further assistance or should you have any queries, please feel free to contact us on 9415 8099.

## Term 3 Vacation Program

The next two weeks will be filled with engaging activities as we relax into our **Vacation Care Program**. The focus will be **Spring** (Week 1) and **Summer** (Week 2). An overview of the VCP was emailed to each family yesterday. Thank you to the marvellous teaching team for working with me to design this creative program and to Lisa for compiling the overview. Some activities request pre-planned child participation - such as dress-up, Rock Pool Inclusion & Jumping Castle Day - so please review the program in advance. If you are going away, please be sure to email Lisa and your child's Core Teacher ASAP.

I look forward to welcoming you back in Term 4 (Monday 14th October).





***"Every person is a book, each year a chapter."*** (Mark Twain)

We have had such a marvellous term of exploration in Stage 1. Our provocation 'The Magic of Storytelling', allowed the children to enjoy a variety of fiction and non-fiction books. Literacy is very important in a child's development as it helps encourage language and cognitive development. Our little learners have been very engaged in listening, responding and discussing the books we read.

This week we also welcomed a new friend, Eric, into our classroom. We focused on the Mem Fox classic *Where is the Green Sheep?* and our very own (toy) green sheep had a ball playing with our Stage 1 friends. Greenie and his fellow white sheep certainly picked up quickly our routine, from nappy changes to rest and reading time with his mates. Greenie received a lot of cuddles this week.

Miss Natalie introduced the *Animal Memory Game* to the class. All the pictures started upside down and then the children turned them over in order to locate the matching animal picture. They were very engaged this activity, showing confidence and determination.

Green kinetic sand was made available so the children could develop their sensory skills and feel it between their fingers. They also enjoyed messy play as they located the pictures of sheep in a tray that were hiding under foam.

Our creative experiences were also based on this fluffy farm animal. The children made a collage with green yarn and created green sheep with bubble wrap. As a group, the children collaborated to create a fabulous giant green sheep (which is displayed proudly in our room).

Miss Manu helped the children make sheep from Banksia seed pods and pipe cleaners. The children thought those were funny animals and sang *Baa, Baa Black Sheep* while making these creations. They also did some creative cork stamp representations of sheep.

To complement our focus this week, Miss Natalie made blue playdough to link to the story *Baa, Baa Blue Sheep*. On our rainy days they enjoyed the ball explosion game - they love chasing the balls around the room and are so good at cleaning up, too!

Dancing to The Wiggles is what the children are requesting, they just love their songs. Witnessing the smiles on their faces and watching them groove to the music is just priceless. See you next week for some Vacation Program adventures!

Natalie, Maneola and Heather





## Stage 1: Green Sheep's Classroom Adventures





Stage 1: Manipulation Experience - Kinetic Sand





# Stage 1: Cork Stamping





# Stage 1: Green Sheep & Blue Sheep





## Stage 1: Collaborating to Create Our Own Green Sheep





## Stage 1: Sensory Experience - Where's the Green Sheep?



## Stage 2

By Ms Jillian Riffel

This week our provocation focused on the moon. We spent time discussing the Moon Festival, watching a rocket fly to the moon and examining photos of the moon, including an eclipse. As stated by The **Early Years Learning Framework** for Australia, "*Childhood is a time to be, to seek and make meaning of the world*". Children begin to take part in life's journey, build and maintain relationships and face challenges once they have a sense of being.

We read several books relating to the moon, these included *Kissed By The Moon* by Alison Lester, *Wombat Jumped Over The Moon* by Lachlan Creagh, *Can I Cuddle The Moon* by Kerry Brown and Lisa Stewart, *Finding Monkey Moon* by Elizabeth Pulford and Kate Wilkinson and *Over The Moon* by Anna Millbourne and Benji Davies.

When we gathered in our learning group this week we had the opportunity to examine photos of the moon phases. Children were given a photo of the moon phases and encouraged to match the four phases; full, half, third and quarter moon. In another learning group we made moon cakes and looked at photos of people celebrating the Moon Festival.

Pawinee invited the children to use spray bottles containing water and vinegar, to wet the 'moon rocks' (coloured frozen bicarbonate soda). The children were fascinated to see how the vinegar changed the colour of the moon rocks.

We watched a clip of a rocket flying to the moon and examined photos of astronauts landing on the moon. The children were intrigued with the power of the rocket taking off from the ground. Doris then encouraged the children to match stars with numbers on a moon shape. The children were each given a star with a number and asked to find its matching one.

At the creative art table, the children were invited to paint craters on a picture of the moon using grey paint and crumpled foil. This led to a discussion about the moon surface being described as "bumpy". The second creative experience encouraged children to use coloured paper, glitter and cellophane to create their own lantern. The glitter was used the most as children wanted to make their lantern shiny. Once the lanterns were completed the children were able to look at the photos of lanterns used for the Moon Festival.

The sensory table offered children the opportunity to play with moon sand and toy astronauts. This experience enabled children to use their language to describe the feeling of the moon sand and discuss among their peers what astronauts wear in space. Children were able to identify the boots, helmet and space suit of the astronauts. The other sensory table provided glittery play dough for the children to manipulate. They made their own moon using bamboo to mould the play dough. While the children were creating their moons they were able to identify the shape of the moon as a circle.

It is the end of Term 3 and the fabulous Stage 2 children have learnt many interesting facts about their world - from what is in our garden, rainforests, ocean life, local shops and post office, to the sights of Sydney, places and landmarks in Australia, countries of the world and, last but not least, the moon. The children have developed their language and cognitive skills over the past months.

We hope you have a safe and enjoyable weekend.

Jillian, Tracey, Georgia, Pawinee and Doris





## Stage 2: Making Moon Craters with Foil (Part 1)





Stage 2: Making Moon Craters with Foil (Part 2)





## Stage 2: Discovering Moon Sand





## Stage 2: Moon Festival Discussion & Making Moon Cakes





Stage 2: Moon Rock Experiment (Part 1)





Stage 2: Moon Rock Experiment (Part 2)





# Stage 2: Number Matching Using Stars





## Stage 3

By Mrs Joselyn Bruzzano

Pre-math experiences dominated our learning spaces this week, forming our final week for Term 3. Maths concepts were woven into the indoor and outdoor play-based experiences. Play-based activities use play as a context for learning. In these environments, children can explore, experiment, discover, create meaning and solve problems in creative, enjoyable and involved ways which set the foundations for future learning.

Throughout the week we focused on a range of maths concepts which included number recognition, counting, exploring volume and capacity, sorting, sequencing and learning about shapes and patterns.

Guided by these concepts, we offered a range of experiences which saw the children sorting a range of objects including frogs and buttons, matching and grouping dinosaurs by colour and dogs by breed. We learned about geometric shapes using pegs, created geometric shapes using loose parts and puzzle stones.

At the number recognition station, we discovered numbers in sand. To encourage counting we used pipe cleaners and beads, counted pearls in seashells, counted loose parts as well as coloured dots and stars. These experiences encouraged counting using one to one correspondence.

Outdoors during our warm sunny days, we offered water play tubs where we learned about volume and capacity. Small containers and funnels were used to transfer water, filling small bottles to capacity.

Our highlight for the week was a cookie baking experience. It was an exciting way to learn about quantities and measurement. We measured out our ingredients and then combined them in a mixing bowl. After this, rolling pins were used to roll the cookie dough flat, number shaped cookie cutters were pressed into the soft cookie dough, creating number cookies. Jasmine our chef put our delicious number cookies into the oven. We enjoyed eating our amazing number shaped cookies for afternoon tea!

Art and creative experiences offered opportunities to create collages using a range of geometric shapes. We also used a compass to paint coloured circles with. Using a compass was a little tricky for small hands and required trial and error, however, with a little support, patience, persistence and guidance, we achieved our goal.

Books this week centred around maths. They included titles such as *Not So Small After All* by Lilli Messina, *Trek Learns About Shapes* by Felicia Law, *Diary of a Worm* by Doreen Cronin, *Too Many Cheeky Dogs* by Johanna Bell, *Too Many Elephants in This House* by Ursula Dubosarsky, and *So Many Shapes* by Sarah Schuette.

What a fantastic way to end the term!

Have a fabulous weekend.





Stage 3: Number Recognition & Counting (Part 1)





## Stage 3: Number Recognition & Counting (Part 2)





## Stage 3: Painting Using a Compass





## Stage 3: Baking 'Number' Cookies





Stage 3: Learning about Shapes (Part 1)





Stage 3: Learning About Shapes (Part 2)





## Stage 3: Experimenting with Volume & Capacity





# Stage 4: Sorting Dogs into Pairs





Extending on our seeds and plants provocation, this week we explored insects and minibeasts. Each day we investigated a different minibeast and were made aware of how much our flora and fauna are so intertwined. Every living creature has its role in nature to ensure that the environment is kept sustainable; one's ending is another's beginning. Or as the famous scientist Antoine Lavoisier stated, *"In nature, nothing is lost, nothing is created, everything is transformed"*. Worms fertilise the soil which grows trees that feeds and houses animals who when decaying feeds worms that will, in turn, enrich the soil and so on... the circle of life.

Throughout the week, when looking at the life cycle of caterpillars, butterflies, bees, lady birds, grasshoppers, snails, slugs, dragonflies and worms, we realised some similarities they share with each other. They are classified as arthropods (invertebrates that have an exoskeleton - which makes them shed their skin several times in order to grow), they all lay eggs and they have a short life expectancy that can go from weeks to a small amount of years. Another thing in common they have is the fact that their senses are all over the place. Grasshoppers can hear through their knees, snails see through their antennas and worms have no ears, eyes or nose!

***"Any glimpse into the life of an animal quickens our own and makes it so much the larger and better in every way."*** (John Muir)

All through the week, we expressed our creativity to represent the minibeasts we learned through various artistic means, making symmetrical printings of butterflies, painting beehives, drawing and cutting ladybirds, manipulating clay to make snails and creating our own insects. At the play dough table we incorporated ladybugs, butterflies, bees and shells into our play and manipulated yellow honey water. We also made appetizing honey muffins. Children were invited to role-play with insect figurines and investigate them using magnifying glasses, as well as engage in a variety of numeracy games, such as counting the spots on a ladybug, checking how many bugs a spider could eat and counting leaves.

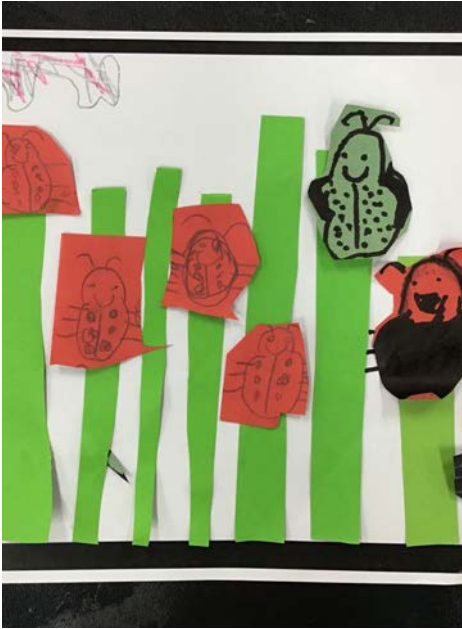
Connecting children with nature, especially animals, broaden their perspective of the world, creates critical thinking, spark cognitive curiosity, display increasing value and care for the environment and develop a perception of the relationship and interdependence between living things and the impact we have on our planet. More directly, the experiences implemented towards exploring insects and minibeasts have not only presented academic value but also enhanced their fine motor, language, cognitive and social skills as children were invited to engage and also contribute with their ideas, sharing their feelings and expressing their views. Their interest is what leads and extends their learning.

Luan, Lauren, Lucia, Charity and Jenny.



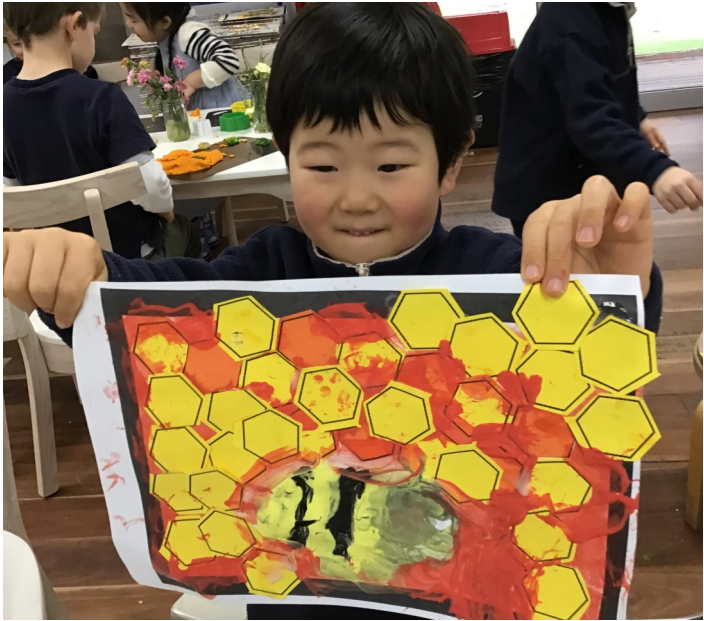


Stage 4: Artwork Inspired by Insects and Minibeasts (Part 1)





Stage 4: Artwork Inspired by Insects and Minibeasts (Part 2)





## Stage 4: Experiences Inspired by Insects & Minibeasts (Part 1)





Stage 4: Experiences Inspired by Insects & Minibeasts (Part 2)





Hi champs!

During our lesson this week, we learned how to play the “shark and the stingray” game. The sharks and the stingrays cross over the ocean without “boofing” into each other. We then went faster and faster and we were running around in circles. Crazy!

We all found our own hoop and Lauren instructed us what to do with the hoop – jump into the hoop, jump out of the hoop, jump over the hoop, walk around the hoop, etc. We all had a turn to spin the hoop, wait for the hoop to fall onto the ground and jump in. Wait, wait, wait and...jump!

Doughnuts! We all asked to catch doughnuts – definitely one of our best games! Lauren placed some hurdles on the court and we did some throwing OVER the hurdles in front of us. Then, we did some ROLLING UNDER the hurdles. Lauren held up a hoop and we threw our balls THROUGH the hoop.

I set up an obstacle course for us with hurdles, beanbags, tunnel and hoops and we tried to cross the circuit from one piece of equipment to another, always remembering to cheer for our little friends.

Hot balls..... we ran around the court and I rolled “hot balls” towards our feet. We need to really use our footwork skills and try our best to dodge the balls during this game!

We then divided into two relay teams, using a beanbag as a baton. I set up hurdles for both teams and we had races jumping over the hurdles like real big kids! Remember, “It’s not important who wins, it’s just awesome to have some fun and be a true sport”.

See you again in Term 4.

Lauren





Dear Parents,

It was a rainy day when I arrived at the centre this week. I got soaked, and when the children saw me, they asked "What happened?" I thought this was a good opportunity to focus on the comments "hao" (good), "buhao" (not good), and "hao bu hao" (good or bad) in Chinese. Therefore, we started our lesson by discussing if the children thought a rainy day was good or not good. They were so passionate to comment and provide evidence. Generally speaking, the children held quite a positive attitude towards rain. Also they can speak those words quite well. It was a successful warm up activity.

Currently, the **Stage 2** children can say "Zao shang hao" ("Good morning") properly. However, it is still hard for them to remember how to say "Good evening" in Chinese. Therefore, before we sing the *Hello Song*, we always practice it with an activity. This week the children practiced the words by saying them using different voices/emotions. Afterwards, we reviewed our routine questions followed by singing songs. Then we read a book about animals. The children were highly involved in this reading activity - they do love literature.

This week, **Stage 3 and Stage 4** had similar lessons. In order to strengthen how to say "Good morning", "Good evening" and "Everyone" in Chinese, we played the *Opposite Voice* game. Afterwards, we reviewed the routine questions. Whilst answering those questions, it became evident that the children wanted to be more specific in their responses. Therefore, I taught them how to say "Si sui ban" ("I am 4 and half"), "Wo shi sui" ("I am 10 years old") and "Wo yi bai sui" ("I am 100 years old") in Chinese. You can imagine that when I said "I am 10 years old" the children laughed! The atmosphere was quite relaxed and warm. Then we enjoyed our music time. We continued to learn how to sing *Twinkle, Twinkle, Little Star* in Chinese. After two week's practice the children can sing the first two sentences fluently. We will learn the last two sentences next week.

As for new knowledge, we learnt a new structure "Wo xi huan ...." ("I like..."). It will be a new routine question for Stage 4. In order to help the children grasp the structure, I displayed nine different animal toys. We reviewed their Chinese names. Then I asked the children tell me what their favourite animal was. With my assistance, most of the children could say the full sentence. Of course, we need to practice it more in the future. See you in Term 4.





## Jack and the Beanstalk

### Stage 1 & Stage 2

In the younger classes the children participated in a number of teacher led activities of Jack and the Beanstalk, including meeting key characters to deepen their understanding of the story. The lesson began with Xanthe as 'The Giant' using a tambourine to tap a beat and when the sound became quiet the children had to freeze and pretend they were invisible. Next they played the 'bean game' – a movement association game (e.g. Jelly bean, wobble like jelly, broad beans stand tall with their arms in the air and walk around the room). They discussed the concepts of big and small, using pictures to guide the children and they then created these objects using their body. As a group the children went on an adventure to find 'The Giant' (using music from *Into the Woods*), incorporating a call and response exercise so if they separated they could find one another.

### Stage 3 & Stage 4

One of the children's favourite dramatic play is 'Jack and the Beanstalk' so this week the children got into character and retold the story with different endings. Before reading the book *Jack and the Beanstalk*, Xanthe introduced the fairytale by eliciting the children's prior knowledge of the story. She showed the children the book cover to arouse their interest and trigger their memories. Who can they see on the cover? (Jack) Where is he? What's he doing? Where's he going? Is he a good boy? Why/why not?

Then each character was introduced using flashcards. These included Jack, mum, Daisy, the stranger, the beanstalk and the giant. Firstly, Xanthe asked the children to respond non-verbally to the character flashcards and invented an action, gesture and/or noise to correspond to each character. For example, Jack might climb, mum might be looking very angry, Daisy might 'moo', the stranger might be looking very strange, the beanstalk might stand on tiptoe and the giant might stomp about. Can they mime those actions?

Next Xanthe became the character of Jack's mum and played the game *I Spy*. Different objects starting with the letter 'B' were placed around the area including beans and a beanstalk that hung from the ceiling. Jack's mum then called out, "I spy, with my little eye, something beginning with B!". The children excitedly searched the area for the hidden objects.





## Scarves and Patterns

It was delightful to see the **Stage 1** children so eager to start the lesson with Chloe. They sat themselves on the mat and waited patiently for the class to start. The first song was: *Baa Baa Green Sheep*, followed by *The Wheels on the Bus*, *Twinkle, Twinkle, Little Star*, *Row, Row, Row Your Boat*, *Old McDonald Had a Farm* and the *Rainbow Song*. Following on from last week's adventures, the children continued exploring the environment! They used scarves to create patterns and represent different environmental phenomena (wind, storms, fire & volcanos).

**Stage 2** began their lesson with *The Wheels on The Bus*. They happily sang the song while Chloe accompanied on the ukulele, and all the children were eager to do the actions. They we learnt sign language *I can Sing a Rainbow*. It was wonderful to see them signing the words of this song. The music class finished with Chloe encouraging the children to be sleeping bunnies while singing the *Sleeping Bunnies* song. The children made suggestions of other sleeping animals afterwards. Kaia requested to be sleeping crabs and Catherine suggested to be snapping crocodiles. The children were enthusiastic about being frogs, kangaroos and butterflies.

**Stage 3** started their music lesson by singing a number of songs including *Twinkle, Twinkle, Little Star* (2 different versions), *Name Game*, *Old MacDonald Had a Farm*, *Happy Song*, *Little Green Frog* and the *Alphabet Song*. Singing encourages children to express their emotions and sharpens their ability to communicate while exercising lip and tongue movement. Then they hopped like a bunny, snapped like a crocodile and flew like a butterfly whilst playing *Sleeping Bunnies*.

**Stage 4's** song list included:

- *The Hello Song*
- *Twinkle, Twinkle Little Star*
- *Twinkle, Twinkle Traffic Light*
- *Sing a Rainbow*
- *Head, Shoulders, Knees and Toes*
- *Karate*

