



Celebrating Childhood

20th June 2018

From Sue

Dear Parents,

It is hard to believe I have been at Redhill for 7 weeks already and the time has simply flown with the busyness of the Pre-Preparatory and indeed the Campus. Thank you again for the warmth that has surrounded me, I am starting to feel at home!

We say our very sad farewell to Megs as she moves into her new adventure and with her, go our heartfelt wishes for much success and joy!

The KG1 and KG2 teachers have spent considerable time writing reports on the children. These reports are related to the developmental milestones expected for the young child and should give parents a clear indication of their child's progress. As Professional Educators, the teachers offer recommendations which are always focused on the best interests of the individual child in the learning environment. They are aware of the expectations of your child moving forward and are doing what they do best – EVALUATING YOUR CHILD'S LEARNING AT A SPECIFIC STAGE IN THEIR GROWTH. Please remember that these evaluations are dynamic and developmental and where a child *is learning to* or *has yet to meet expectations* at this stage, will move with further growth and maturity. If you have any concerns or queries, please make a time to chat to your child's teacher or to myself to facilitate a smooth process. All parents will receive an emailed copy of the report on Thursday afternoon; this report can be printed should you want a hard copy. Parents registered on our online system, ADAM, will find their child's report there.

One of the most important Perceptual Activities we expose our young children to and which we assess in the reports is Puzzle Building. I would like to share with you the reason why:

PUZZLES ARE A SELF-CORRECTING LEARNING TOOL

When Children attempt to place a puzzle piece in place it will only fit if it is placed properly in the right space. The act of manipulating each piece, turning it and testing the fit, is the way children learn to problem solve and develop critical thinking

LANGUAGE SKILLS

Puzzles offer children an opportunity to develop many language skills. When a child asks for a certain piece they will often describe what they are looking for. For example, the round piece, the blue bumpy piece, etc. Puzzles are often used when working with children who have delayed speech ability as a playful tool to encourage speech.

MATH SKILLS

Puzzles teach children several basic math concepts as well. While working with a puzzle, children learn to categorize and organize pieces. While doing that, they can classify and label the pieces as well.

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EYE-HAND COORDINATION

Wooden puzzles build eye-hand coordination. The ability to coordinate what the eye sees, what the mind wants to do and what the hands can accomplish, takes a lot of practice. Puzzles offer an enjoyable way to practice this skill while encouraging independence.



FINE MOTOR ABILITY

Puzzles offer a fun way to develop fine motor ability. Children need to develop strength in the muscles in their fingers so that they can grasp things and hold onto them. This will later give them the ability



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SOCIAL SKILLS

Wooden Puzzles offer opportunities to expand social skills as well. When children work cooperatively to complete a puzzle they engage in conversation. They develop a plan to solve the puzzle; they take turns and help each other solve problems as they arise.

DEVELOPING PERSISTENCE

When a child works on a puzzle until completion, the child is developing persistence. Once the puzzle is solved the child can feel a sense of accomplishment which boosts his independence and self-esteem.



ADAPTABLE AND ABSTRACT THINKING

Children use adaptable thinking and deductive reasoning skills when they find different ways to put the pieces together. They gain the ability to think abstractly when they are able to see negative space, like the space where a puzzle piece may fit, and figure out what type of shape would be needed to fill that space.

SPUR IMAGINATION AND CREATIVITY

Playing with mosaic puzzles encourages imagination and creativity. The colours and shapes of the mosaic pieces serve to stimulate brain cells and encourage prolonged interest, since the pieces can be arranged in endless designs.



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Design and role-play projects

Thank you for all your help with recycling, the children have thoroughly enjoyed designing and building their creations! We are looking for the following items to continue with our projects:

Any old or unwanted:

Toothbrushes, towels, sheets, duvets or duvet covers.

Plastic bowls, wooden or steel spoons, kitchen pots, squirty bottles, pegs, broomsticks, lemon squeezers, cooking or braai utensils.

Stockings, socks, ladies and men's shoes.

Keyboards, pool noodles, hospital items.

Bricks and cobble stones, buckets.

Large boxes and cereal boxes.

As we end for Half Term, I wish you all a relaxing break. Take care, travel safe and stay warm.

HAPPENINGS for the 21st June – 2nd July

A reminder: We are a nut-free school

Day	Date	Happenings
MONDAY - FRIDAY	25-29 June	Half term
MONDAY	2 July	Lunch: Beef sausages, rice and gravy
TUESDAY	3 July	KG2 & GR0 Gross Motor exercises: please wear comfortable clothing (shorts or leggings are better than dresses). Lunch: Cottage Pie Tin Tuesday: Learning the gift of giving & Ready to Recycle
WEDNESDAY	4 July	Lunch: Chicken Strips, mealies and potato wedge
THURSDAY	5 July	Spaghetti and meatballs
FRIDAY	6 July	Fishfinger, chips & jelly

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INVESTIGATION TOPICS

KINDERGARTEN 1	*	Texture
KINDERGARTEN 2	*	Pirates and Princesses
GRADE 0	*	Manufacturing and letter c

Thank you from Megan

To all my wonderful Redhill family I just want to thank you for an amazing adventure. Over the years, I have had so much support and love. It has been an honour and pleasure to grow with you all. Thank you for everything; I will miss you all. Wishing you love and many hugs for an amazing future for you and all your loved ones.

Megs