



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

26th March 2021

Principal's Message

By Mrs Kath Boyd

We concluded the week with two days of glorious sunshine, which followed the intense rainy period. I hope that everyone's house is safe – and you have a chance to get outdoors on the weekend. At school, the children were kept dry with a wide variety of engaging activities based on their Term 1 Provocations. In particular, many lessons focused on mathematical investigations.

Numeracy is the ability to apply maths concepts in all areas of life, and numeracy skills involve: understanding numbers, counting, adding and subtracting numbers, solving number problems, measuring, and sorting/identifying patterns. In the years before school, children's numeracy skills come from encouraging instinctive mathematical thinking and providing opportunities to practice. Every day, our Reddam Teachers across all stages facilitate activities and provide resources such as:

- sorting and accounting objects such as buttons, beads, toy cars & animal figurines
- constructing with a variety of materials
- cooking, weighing and measuring ingredients
- weighing how heavy or light things are
- investigating how much different containers hold
- using shape sorting boxes and balls

“The mathematical thinking children develop in their earliest years will form the foundation for more formal maths learning they'll do at school, and contribute to their life skills.”

(Centre for Community Child Health – 2021)

Talking about maths concepts everyday helps children understand how and why maths is useful. As children move from babies to toddlers, their awareness of 'size, height, weight, speed, distance and order' does too. The following comments would enhance this understanding:

- “Let's find matching socks.”
- “That's a tall building.”
- “It's 6am, time for breakfast.”
- “Let's look for all the circles.”
- “My jumper has three buttons.”
- “Let's share the raspberries – three for you and three for me.”

Questions that stimulate mathematical thinking include:

- Does that shape block fit in this hole?
- How many birds are there in the tree?
- Which way will we go on our walk?
- Is there enough pizza for everyone to have a slice?
- What happens when you put another block on the pile?

We also use *environmental numbers* (such as those on letterboxes and licence plates) to promote conversations about numbers and support the children's developing numeracy skills.

Week 11: Next week we wrap up Term 1 by celebrating Easter and we are expecting a visit from the Easter Bunny on Monday 29th and Wednesday 31st.

Public Holidays: Our school will be closed on Friday 2nd & Monday 5th April for the Easter break.

Vacation Care Program: Tuesday 6th – Friday 23rd April 2021

During these three weeks, we shift into 'Holiday' mode and offer a wide variety of activities planned to give the children a 'break' from the regular learning program. This allows both children and teachers an opportunity to regenerate for Term 2. During the VCP, Stage 3 and 4 children are not required to wear their school uniform. The themes for our April Program are:

Week 1: Australian Authors

Week 2: Outer Space

Week 3: Mythical Creatures

Enjoy this glorious Autumn weather.

Pictured above: Noah and Rory (1R). Pictured below: Ladybird sorting activity (3R).



"Life is like a train, no matter what happens it just goes on to its final destination." (Unknown)

Welcome to Week 10 with a focus on **Down by the Station**. This week the children dived into the learning experiences that reflected the focus and based on their interests and needs. Our provocation table set-ups challenged our children's fine motor, hand-eye coordination, sensory stimulation and social skills by offering a range of materials and tools, such as a train set with rail trail blocks, various trains and natural loose parts. *All Aboard! Choo! Choo!*

Everyday in the Stage 1 backyard area, we were able to see city trains going past in both directions one at a time, sometimes they even crossed each other at the same time. Our children like to say 'Hello', waving their little hands and pointing to the trains as they pass by. We did an experience that was quite challenging for them, wherein we assembled the blocks together and created a domino effect. The children contributed their ideas by placing each block on top of each other and watching it all tumble down.

During our group time, Miss Natalie shared a variety of books with the children. A popular one was *The Cars and Trucks*, in which the children demonstrated their interest by being drawn to its colourful illustrations. Another book was *George's Train Ride* which was a playful train-shaped book with wheels on so that the children could roll it around.

For our creative experiences, the children were invited to dip wooden blocks into black paint and print onto paper representing train tracks. During this creative experience, the children enhanced their finger grip whilst holding the blocks. As part of another art activity, the children used trains to create a railroad track giving them an opportunity to develop skills such as enquiry and experimentation.

Following that, our sensory and science experience as a group encouraged the children to make play dough together. Some of the children helped to mix the ingredients. It was fascinating for the children to see how they turned into a soft texture. They were offered different cookie cutters, and were encouraged to roll train toys onto it to feel its texture and see which patterns they got.

Moreover, the children were engaged in cooperative pretend play wherein a cardboard box was turned into a station as the children were crawling through it like a tunnel. We also decorated our cardboard train with feathers, cellophane and other materials. This experience encourages the children to learn to cooperate with their peers, build beautiful bonds with each other and promote their sense of identity and respect different aspects of their peers.

Next week we are focusing on '**Brown Bear, Brown Bear, What do you see?**' by Eric Carle.

Hope you have a lovely weekend!
Natalie, Doris, Tash, Sharon and May



Stage 1R: Down By The Station



Stage 1R: Creative Art



Stage 1R: Outdoor Fun



“It takes a village to raise a child.” (African Proverb)

The African Proverb does produce a clear message of citing the whole community as an essential factor in the growth and development of its young generation. The relationships that are built from community involvement develops the child's self-esteem and happiness which are strong foundations to flourish and succeed in life. Also, it gives them a sense of belonging that is crucial to the development of their identity.

Giving importance to this powerful message, our 1E learners were introduced to the important local community areas and vital community helpers they live with. Purposefully, we explored significant places in our community such as the local gardens, post offices, zoo and pet shops. We invited our young friends to explore a range of learning spaces wherein they can practice their social interactions, imagination and communication skills be it verbal and non-verbal cues with their peers and teachers.

A mini zoo set up in our cubby house was such a big hit amongst the children. We have observed beautiful sharing with the soft toys, we've witnessed infectious giggles during proactive dramatic play activities in this inviting indoor set-up. Following their fun collaborative play, we engaged them in a role play experience of writing letters to their loved ones, friends and even to their most beloved stuffed toys and encouraged them to drop their letters in a mailbox. Which led us to introduce Mr. Postie to the whole group using laminated visual images of actual letter carriers.

Additionally, our enthusiastic learners had an interesting time exploring the local community gardens through a sensory experience of manipulating and investigating a garden sensory tray using kinetic sand and a mixture of natural and man-made resources. Experiences such as these are excellent for introducing the environment as part of learning and investigation amongst the children as well as enhancement of their fine motor skills. Bringing out the inner gardeners in them, we also allowed them to partake in their own planting activity. They were asked to pour in the wet coco pellet into the pot, place the seeds into the mix and cover it with dirt. Such a sight to see, they were so eager to do it their way demonstrating a strong sense of agency.

Following through their sensorial learning, we engaged them in a process art experience using pine leaves as a painting tool. Emphasizing on the prickly texture of the pine needle leaves and green colour for the paint, promoting language and speech enhancement amongst the group. We also challenged their eye-hand coordination skills for another art experience when they used the rolling pin wrapped in bubble wrap as a tool to leave green and yellow coloured patterns on to their shamrock template as tribute to *St. Patrick's Day*.

Next week will be more about community helpers that help us and make our lives easier by providing us with their goods and services.

Charity, Heather, Mia and Suki



Stage 1E: My Community (Part 1)



Stage 1E: My Community (Part 2)



Stage 1E: Creative Experiences



"Taste is nothing but a delicate good sense." (Joseph Chenier)

This week we have incorporated our 'Sense of Taste' and healthy eating habits in our program. By helping to remove intense emotions and feelings of terror from trying new foods and looking at them analytically, we can help the children learn to find exploring new flavours a fun and exciting experience, even if we end up not liking the food.

Our sense of taste produces physical and emotional reactions that cannot be explained in words. Eating triggers our imagination, draws on our memories, and creates unique impressions in our mouths and minds.

To encourage healthy eating habits, we looked deeply at the intricate details of fruits by exploring dissecting trays. We discussed with children that there is life in each tiny seed and if these seeds are planted, they will grow and eventually produce fruit. This experience also helped our young learners continue to develop their fine motor control while using the dissecting instruments.

2R children seemed to enjoy creating colourful artwork by making stamps out of different fruits and were amazed with the unique patterns that they created. This process allowed the children to express themselves and use their imagination to create beauty through art.

One of our sensory experiences involved children planting faux carrots in a miniature garden. Children developed their fine motor scooping, pouring and filling using the provided gardening tools and engaged their imagination for some pretend play.

To help our children learn and practise basic math concepts, build language skills, build their self-confidence and lay the foundation for healthy eating habits, we offered children hands-on cooking experiences including making pizza, sushi, veg smoothies and fruit skewers. These cooking experiences got 2R involved in the food making process and they really enjoyed making snacks to their own taste.

Bringing the food to our sensory experiences and using our senses of touch, taste and smell in a safe environment encouraged 2R to try different flavours and textures of food. Thus, children began to develop trust and gain a better understanding of different food categories.

Have a wonderful weekend!
Sara, Vivian and Manoela



Stage 2R: Carrot Garden and Fruit Science



Stage 2R: Making Pizza and Sushi



Stage 2R: Tasting Experience and Food Stamping



"The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart." (Helen Keller)

With each passing week, the children of 2E show more and more interest in the emotions of those around them as they react to the tears and laughter of their peers. During the ages of 2-3, children begin to grasp an understanding of their own feelings as well as the feelings of others. This week, we have focused on **Our Emotions** and have invited the children to explore feelings through a variety of experiences.

During literacy and interactive reading experiences, the children have been eager to guess the feelings of characters and replicate emotions through facial expressions. The books of this week have definitely been the *When I'm Feeling* series, written by Trace Moloney. This series explores a variety of emotions, including happy, sad, scared and loved. By exploring feelings other than 'happy' or 'sad', the children are encouraged to deeply explore their own lives and identities.

Our artistic experiences this week included the creation of 'Nature Faces', where the children were able to create faces full of emotion by collaging a variety of natural resources, such as leaves sticks, gumnuts and ferns. Whilst they utilised their developing fine motor skills to collage, the children were encouraged to consider why they chose to portray the emotion they choose. They were asked questions such as "Is your Nature Face happy or sad?" "Why do you think they feel sad/happy?". This allowed the children to create a persona for their Nature Face. Our second artistic experience invited the children to connect literacy to art. Reading the book "My Heart", which expresses emotions through a variety of colours, the children then painted their emotions on paper with a variety of coloured paint. Many connected the colour red with love and the colour dark blue with sadness.

Play dough, which is one of the children's favourite sensory experiences, was very popular this week. Whilst manipulating the play dough, the children were invited to mold it into expressions of emotions, such as a smile or frown. In order to extend upon this, the children were also offered a variety of loose parts materials, such as stones, feathers and pasta in order to create faces.

Next week, we will continue our learning journey of 'All About Me.' Of course, we are also looking forward to incorporating the Easter Holiday into our learning!

Have a wonderful weekend all!
Skye, Georgia and Tracey



Stage 2E: Feelings Inspired Artwork



Stage 2E: Emotions Play Dough



Stage 2E: Making Coloured Rice



“Early and ongoing exposure to entomology promotes interest in insects, minimises fear of nature, and instils appreciation for biodiversity.” (Danoff-Burg)

Finding a ladybug changed the course of our week as we follow and promote the children's curiosity surrounding ladybugs and bees. This week we provided a space for the children to immerse themselves in ladybug and bee themed experiences whilst also furthering their understanding and knowledge of them.

Introducing colourful wooden ladybugs in a numeracy experience saw the children engaged and discussing characteristics and features of the wooden ladybugs compared to the real ones. The children were invited to place the ladybugs on the leaf to create ABAB or ABCABC patterns, others decided to sort and categorise the ladybugs based on their colour. We later used the ladybugs in a numeracy experience which saw the children rolling a 12 sided die and then counting the corresponding amount of ladybugs onto a cardboard ladybug. The children were so engaged in using the wooden insect that they were able to focus and practise their cardinal number recognition and one-to-one correspondence counting too.

In our 'Morning Meeting' this week we were able to finalise the votes for the class fish - the majority vote were 'Cichlids'! As a group, we took the pom poms out and on a piece of paper we lined them up so that the children could count the pom poms and were able to see visually the difference in votes. The children could confidently identify which fish won and were excited to discuss the results. Next week we will gather name ideas from children and families to decide what our class fish will be called. During other 'Morning Meetings' we also explored 'Bees', reading *Beeman* by Laurie Krebs and passing around yellow gloves, a jar of honey and a honey stick, the children were enthralled with the idea of a uniform and looking after bees. This sparked conversations surrounding how to look after insects and of course, how honey is made.

In our small groups we continued to plant our Woolworth Discovery Pods and whilst doing so, we talked about the process of making honey. The children were quick to tell us how they eat their honey - on toast, in water, on their porridge and in their muffins. The children were perplexed to discover that bees also eat honey. We hope that by planting all these flower seeds, that come spring we will be able to see all the bees buzzing around, pollinating and making honey!

As part of our initiative to get creative in the garden as we plant seeds and check up on our bug hotel, this week we asked the children to help make a wind chime. Wind chimes are a beautiful way to add another element to your garden and get the children to use their sense of hearing when outside. Making a salt dough, the children then cut out stars and hearts which were then baked. One dried out, the children were able to paint them and add embellishments such as glitter and stars. Then, using a pipe cleaner with string, they threaded the salt dough ornaments together. This experience was a process which went over a few days and encouraged the children to use their creativity and fine motor skills as they thread and paint.

Next week we look at bees closely through art and begin to use clay as a medium to create insects and turtles.

Grace, Pa, Margaret and Kai



Stage 3R: Planting



Stage 3R: Making Wind Chimes and Clay Art



Stage 3R: Numeracy Experiences



“Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child’s soul.” (Friedrich Froebel)

This week our **Community** provocation led us to explore ‘The Supermarket’ and different types of food. At our group times, we reviewed what we learnt about the human body last week which gave rise to discussions about how we keep our bodies healthy. We began by introducing the concept of food, from planting and harvesting up to how it gets to the grocery store and into our homes. We focused on the types of foods we might see at the supermarket, including food categories such as dairy, meat, grains, fruit and vegetables. This led us to discussions on healthy foods and sometimes foods and where they come from. It is important for children to learn and adopt healthy eating habits at a young age as they become increasingly independent and develop an increasing awareness of the world around them.

To further their understanding of healthy foods and sometimes foods, the children had opportunities to create their own plates of each category and put together a balanced meal. This prompted continuous conversations about which foods they like and don’t like, through developing their artworks, dramatic play and group times, thus furthering their vocabulary and thought processes on this topic. By sharing thoughts and ideas of where food comes from, we were led to discussing things that grow on plants and what we might see inside some fruit and veggies if we cut them open, from edible seeds to inedible stones and skins. Exploring this further, we did some fruit and veg print painting so the children could see the various shapes and patterns of what is inside.

Some STEM experiences from this week included fizzy painting, where the children used droppers to squirt vinegar onto various colours on baking soda while watching the colours mix and see it all fizz much to their delight! We also had water beads, which the children enjoyed the sensory experience of, manipulating the beads through their fingers, feeling how slippery, yet somewhat solid they are. With colour mixing still a firm favourite among the children, we did a colour walking experiment where different jars of colours are set up alongside each other with bits of paper towel in between, allowing us to see the colours travel from one to the next.

On Wednesday, we celebrated St. Patrick’s Day by making Irish flags, doing some marching and dancing. Celebration of culture is embedded in our program and practice throughout the year. Next week, our focus will be on local services such as the post office and the library. We hope to explore aspects of both services and look at how they benefit our community.

Have a great weekend!
Deb, Luan & Priya



Stage 3E: Healthy Eating



Stage 3E: STEM and Sensory Experiences



Stage 3E: St. Patrick's Day and Extra Snaps



As an extension on our provocation about medical professionals, this week we focused on how we can keep our bodies healthy and the importance of good nutrition and a balanced diet. We also explored the roles of farmers and supermarkets in our community. The children learnt to appreciate how hard farmers work to plant, grow and harvest our fruits and vegetables, as well as provide our meat, eggs and milk that is sold to our local supermarkets.

“Learning about how to live in a healthy way, and being able to take increasing responsibility for making good health choices and caring for themselves, enables children to experience wellbeing in their present lives. Adopting healthy lifestyles involves children seeing these modelled positively and enthusiastically by important people in their lives, including their peers, families, communities and early childhood educators.” (Early Childhood Australia - 2012)

Our story *The Healthy Harvest* by Emma Martin, introduced the children to The Five Food Groups, explained where our food comes from, the nutrients they provide and how many servings a day we should consume for maximum health benefits. We then looked at the Australian Guide to Healthy Eating poster, which showed us a diagram of food categorised into each food group – fruit, vegetables, grains and cereals, protein, and dairy. But what about the foods that don't fit into any of these groups? We call them “sometimes foods,” and they include anything high in sugar, salt and fats. The children were invited to put their thinking hats on to play a food matching game with Miss Lauren. Together, the class sorted the food items into the five different food groups. The children used their memory and deduction to think about what each food group was made of before putting the items into their correct category.

During our intentional teaching sessions, the children used supermarket brochures to identify, cut out and stick into each food group. We discussed how fish, chicken, eggs, beef and tofu are protein, bread, rice and crackers belong in the grains and cereal group, and any product made from milk such as yoghurt and cheese are part of the dairy group. The children also learnt the names of some unfamiliar fruits and vegetables as they guessed which group they belonged to. There was a pomegranate, squash, asparagus and plum, just to name a few. Miss Emily also used her chopping board and knife to cut up some fruit for the children to try. The children tried a banana, green pear, peaches, a papaya, and very unfamiliar fruit - a red sienna pear. The children were also observed trying new fruits and vegetables from the platters at morning and afternoon tea time, which was encouraging to see. Our story *Rainbow Plate* by Preeya Alexander, reminded us that the more colours we have on our plates, the healthier it is. Other stories the children enjoyed this week included *I Will Not Ever Never Eat a Tomato* by Laura Child, *Rosie Plants a Radish* by Axel Scheffler, *Bin Chicken* by Jol and Kate Temple, and *Why We Love Our Veggies* by Jenny Conway.

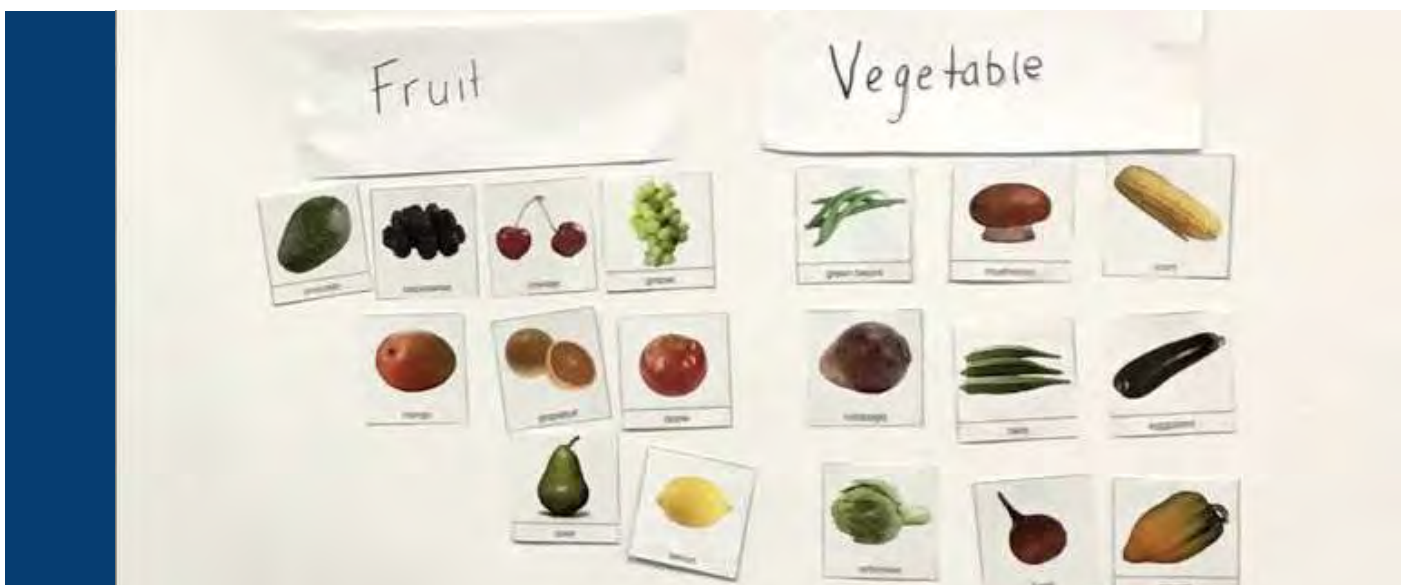


The Very Hungry Caterpillar by Eric Carle inspired our visual art experiences this week. After seeing the beautiful butterfly on the last page, the children were shown how to make their own symmetrical butterfly prints. Each day the children returned to the atelier to experiment with new colour combinations, and watching their expressions as they opened up their paper was priceless. We also explored the life-cycle of a butterfly, and the children created butterfly gardens in the small-world area.

Next week we conclude our community provocation as we learn about the post office and the library.

Remember - you are what you eat!

Miss Lauren, Miss Emily, Miss Rebecca, Miss Angela, Miss Vivian and Miss Allegra



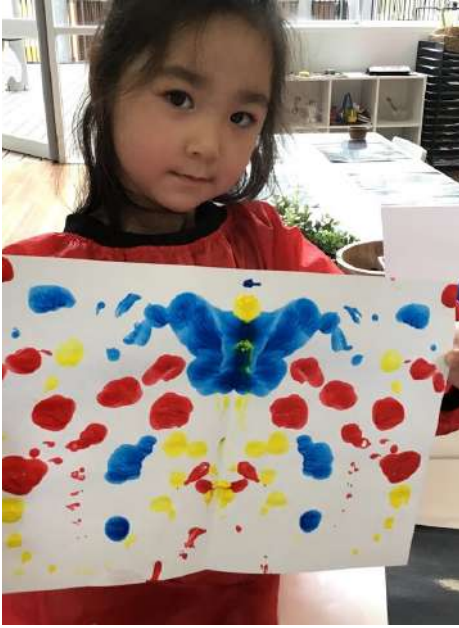
Stage 4R & 4E: The Five Food Groups



Stage 4R & 4E: Inspired By *The Very Hungry Caterpillar* (Part 1)



Stage 4R & 4E: Inspired By The Very Hungry Caterpillar (Part 2)



Stage 4R & 4E: Extra Snaps



Playball

By Coach Lauren Guttman

Hi Everyone!

This week at Playball we started the class with a game. I placed a number of hoops on the court and instructed the children to jump into each hoop . . . First, we all found our own hoop, then 2, 3, 4, 5 in each hoop. It was interesting to watch the dynamics and decision-making processes during this game!

After we had played this super fun game, the children all found their own hoop and I instructed each child what to do with the hoop – jump into it, jump out of it, jump over it, walk around the it, and so on. We all had a turn to spin the hoop, wait for it 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!

Next, I 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. I held up a hoop and we threw our balls **THROUGH** the hoop.

Try and jump with a hacky sack (round beanbag ball) between your feet! Then try and put the hacky sack between your knees and walk like a penguin. The children were squealing with laughter.

The children then held their own hacky sack and ran after me, trying our best to catch me and stick the hacky sack to my back!

To finish off the lesson, I rolled the hacky sacks along the ground and we had to run after them and catch them. I sure kept the children very busy this week.

Before we said goodbye to each other, I had a special request to play the 'Creep crawly Game' . . . ask your children!

See you next week, champs!



Ni Hao, families!

This week in Mandarin we continued exploring the concept of 'homes' through the lens of Chinese culture. We started with our favourite 'Hello Song' which most of the children can now sing independently and effectively in Mandarin.

I then got out my special board book that has a set out of the house and we worked as a team to label each place in Mandarin. It was great to see the children's connection between their homes and the home that I had displayed. After we practised each word in Mandarin, we stopped to think about what houses were like in China a long time ago.

The style of houses in ancient China remained fairly similar throughout each dynasty in some ways. Although houses did vary depending on whether you were rich or poor, the basic layout of everyone's homes was the same. This is because there were important reasons for having certain buildings in particular places according to ancient Chinese beliefs. The children were very interested to know that each ancient Chinese house had a courtyard no matter how big or small! Courtyards were designed to give the home dwellers lots of energy throughout the day.

Next, we practised the names of all the family members that live in the house and it was wonderful to see how much the children had remembered from last week. Well done, friends!

To finish the class, we played a tricky game of catch where we would catch and throw the ball to each other while naming different body parts that are on people.

Thanks for a fabulous lesson and see you next week!



This week in Drama we picked up where we left off last week with our Treasure Map. As soon as we started our adventure, we found some beans on the bridge, but they weren't tasty! We threw them over our shoulders and into the garden. Suddenly, we felt a vibration on the floor like an earthquake! This week our lesson was based on the popular story *Jack and the Giant Bean Stalk*.

In the older Stages, I sat the children down and told the fairytale. I knew that the children had prior knowledge of the story, so I tried to trick them by making deliberate mistakes. The children had to correct any mistakes they heard. For example:

Teacher: "One day, Jack's Dad..."

Children: "Stop! 'Mum!'"

Teacher: "One day Jack's Mum sent him to the market to sell their old dog, Daisy..."

Children: "Stop! 'Cow!'"

The younger Stages followed me as we climbed the bean stalk and snuck through the castle at the top. When we got close to the giant we started to crawl. The (imaginary) giant woke up and chased us down the bean stalk! When we were sitting down safely back at the bottom, I told the children I had found a key up in the castle. I wonder what it will open next week?

Stages 3 and 4 acted out the story more closely with the classic fairytale. We used our imaginations and creative skills to act out the story. We climbed the bean stalk and found the castle at the top. We snuck through the castle to find the giant snoring and sleeping. We then broke off into 2 groups - one group was 'Jack' and the other the 'giant'. The 'Jack' group snuck up to the giants. The giants had to stand and chant "Fee Fi Fo Fum!" before chasing Jack down the beanstalk. We then swapped groups.

I told the children that I found something very special up in the castle. I showed them a golden key. We looked on the map and saw that we need the key for next week. I asked the children what the key might open. There was a lot of great hypothesizing as the children tried to guess. We will have to wait and see!

Everyone had so much FUN with Jack and the Giant this week!



Music

By Allegra Wallace-Wells

On Friday the children and I had a lesson based around exploring **Percussion**. First, I introduced how our bodies themselves are instruments that we take with us everywhere we go! We clapped our hands, tapped our legs, stomped our feet and made sounds with our mouths. After being introduced to the moves, we listened to the *Follow the Leader Song* and copied the actions being called out.

After this, I introduced the children to *The Finger Band* and we sang a song using our marching hands. Everybody tried to keep in time with the moves as if we were all in a marching band together. We got faster and slower as a group and sung along, following all of our friends around us. It was then time to stretch out our bodies while pointing our fingers and doing the twist! In this song, we made our bodies go up and down leading to the next part of our lesson.

For the older children, we learnt about pitch. We named some animals and different things that have high sounds, such as a squeaky mouse, and low sounds like a rumbling car engine. The children had a fabulous time exploring pitch and demonstrated an emerging understanding of the importance of it in music.

We finished off by listening to a final song that incorporated high sounds, low sounds, soft and loud sounds as well as different forms of percussion that we learnt earlier. Overall, the children had a fun time learning about their own instrument and differentiating between different sounds and actions through music.

Thanks for a wonderful lesson and looking forward to seeing you next week!



Happy Birthday!

A very happy birthday to the three children who are celebrating their special day this week. We wish you all the best!



22/03—Azalea (4R)



28/03—Amelia (2R)



28/03—Benjamin (3R)