



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

2nd April 2021

Principal’s Message

By Mrs Kath Boyd

Dear Parents,

Here we are at the end of Term One! It has been heart-warming to witness the gains each child has made since the beginning of the year. Congratulations to the magnificent teaching teams for the exceptional educational program they deliver. I am extremely proud of and thankful for the executive team members who I work alongside – Luan and the eight Core Teachers. Thank you to Jasmine (Kitchen Manager) and Jennifer (PA/Enrolment Officer) for the valuable contributions you both make to our school.

Furthermore, the staff and I are so appreciative of the support we receive from you, the families, every day. The establishment of the **Reddam ELS Lindfield Parents Social Committee** - led by the fabulous Carolina (S2 & S4 Parent) is beyond exciting! On the final two pages of this newsletter you will see an overview and photos of the events this committee hosted last weekend. My sincere thanks to the organisers of these successful Easter Picnics.

As we wrap up the Term 1 Provocations, I have no doubt that our children now have a deeper understanding 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 trust, resilience, confidence and mobility. The tears that we saw at the beginning of the year upon arrival have now all but evaporated.

Stage 2 – Watching the toddlers delve into sensory & musical activities and, each day, explore the outdoor spaces around the school campus with unbridled delight.

Stage 3 – Observing these children mature emotionally, contribute to whole class projects and welcome new friends into our ELS with open arms.

Stage 4 – Seeing the preschoolers investigate, hypothesise and discuss a myriad of fabulous scientific experiments and creative art experiences.

Principal's Message Continued...

By Mrs Kath Boyd

I look forward to Term 2, working alongside our dedicated teachers, who are already preparing the next provocations. 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:** "Education is for improving the lives of others and for leaving your community and world better than you found it." (Marian Wright Edelman)
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)

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

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

Week 1: Australian Authors

Week 2: Outer Space

Week 3: Mythical Creatures

During these three weeks we shift into 'Holiday' mode and have lots of creative activities planned to give the children a 'break' from their usual routine. Stage 3 & 4 children do not need to wear their school uniform. This afternoon you'll receive a flyer outlining the daily events. Please read through this document carefully as children are encouraged to come to school in costume or bring something special to school on particular VCP days.

Term 2 Important Dates

- * Term 2 Commences - Monday 26th April
- * Mother's Day Celebrations - Friday 7th May (8.30am - 9.30am)
- * Grandparents & Special Friends Event - Friday 28th May (9am – 10.30am)
- * Term 2 Concludes - Friday 25th June

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

Pictured overleaf: 2R Persian Easter eggs. Pictured below: Margaux (S4) & Easter Bunny.



“Childhood is the most beautiful of all life seasons.” (Unknown)

This week our children dived into one of their favourite books, ***Brown Bear, Brown Bear, What Do You See?*** The colourful story incorporates a variety of animals and uses repetitive language to develop children's vocabulary and enhance their colour recognition.

Throughout the week we focused on the different animals that are mentioned in the book and the colour brown. A sensory experience invited the children to smell and touch coffee granules to stimulate their senses. To extend on their interests, the children were introduced to a colour matching game.

Additionally, we also focused on 'frogs' by introducing the book called *Fabulous Frogs* by Martin Jenkins. It illustrates a range of frogs, such as the biggest frog in the world (the Goliath frog) and the smallest, which lives in New Guinea. Following that, the children expressed their curiosity and interest in investigating specimens of the life cycle of frogs and learnt how they grow from eggs, to tadpoles, then turn into froglets until finally reaching its adult form as a full-grown frog.

To introduce and promote early numeracy to the children, our provocation table saw a numeracy experience with frogs that were lined up with numbers 1—5. Also, a frog's habitat small world play was incorporated for the children to engage in imaginative play, including frog figurines and water lilies.

For our creative experiences, the children were shown how to hold a fork and press it onto paper, creating the effect of a bear's paw prints in wet mud. This was a great experience for the children to develop their fine motor skills as well as to practise their pincer grip. A frog stamping art activity inspired the children to experiment with cause and effect by stamping a frog figurine on a sponge and then placing it on their art page.

That's a wrap for Term 1! Thank you 1R families for your support throughout this Term, and we are looking forward to having lots of fun over the next three weeks in the Vacation Care period before coming back fresh for Term 2 on April 26th.

Hope you all have a lovely Easter weekend with your families!
Natalie, Doris, Sharon, Tash and May



Stage 1R: Early Numeracy Exploration



Stage 1R: Creative Experiences and Exploring Coffee Granules



Stage 1R: Outdoor Fun



“Coming together is a beginning, keeping together is progress, and working together is success.” (Henry Ford)

Here in Reddam, we are all grateful for the bravery, humility and sacrifices of everyone affected by this current pandemic, most especially the front-liners who are rising to the challenge and caring most for our vulnerable population. For this reason, we as teachers have the duty of teaching our young generation about the legacy of these modern superheroes who never cease to dedicate their time and energy to keeping the whole community safe.

This week's focus is a continuation of highlighting the importance of **Community Helpers** and studying their roles in society. In the context of emergency situations, it is crucial to prepare children to recognise and trust community helpers who are trained to serve and protect - like doctors, nurses, firefighters, teachers, transporters and the police. Therefore, this week in Stage 1E we celebrated these community helpers who live and work in our community and ensure that the community stays healthy, safe and happy. The children in 1E were able to experience and explore the amazing lives of these modern heroes through dramatic play, sensory learning, creative expressions through a fire marbling artwork and storytelling.

We even have some realistic anatomy models for the children to use as a reference. The human skeleton was such a big hit. The hospital has been very busy as well with repeat visits from both doctors and patients. Additionally, we had some potential teachers, medical professionals, builders, train drivers and firefighters in the making as we all explored activities such as building structures through a sensory foam activity, witnessed courageous firefighters saving buildings and trees on fire, and as well as dedicated train drivers who gladly make train rides as safe as possible.

Such a lovely week of experiencing and appreciating the lives of our dearest community helpers. As well as celebrating a very lovely beginning of the early learning journey of our young learners. As we end Term One, we focus on providing a welcoming, secure and safe learning environment for our children. The children were exposed to activities that build self confidence, discover their self-identity and most especially create a sense of belonging to a group and their community. Alongside their teachers, they celebrated their individuality and realised that every person is unique and special. As well, the children also learnt about their active participation in the community broadening their understanding of the world in which they live.

On behalf of the Stage 1E team, I would like to extend my gratitude and appreciation for your continued support and trust with your children's early learning experience. The community we have built in 1E is a great reminder that we all can live in harmony despite the differences and inspire these young children to become respectful and productive members of the community. Hooray for Term 1 and cheers for Term 2, 1E families!

Wishing you all a great weekend and holiday!
Charity, Heather, Mia, May and Suki



Stage 1E: Community Helpers (Part 1)



Stage 1E: Community Helpers (Part 2)



Stage 1E: Fire Marble Art



"Music is natural law as related to the sense of hearing." (Anton Webern)

Language is often learned through exposure to sounds, whether it is through passive or active listening, and they greatly influence their social, cognitive and literacy skills as well. This week our focus was our **Sense of Hearing** to help children enhance all these skills.

The 2R children were offered musical instruments to discover and create music. Inspired by maracas, they made musical shakers using recycled materials. They really enjoyed getting involved with decorating them and were so delighted to use them afterwards to make some music.

Our artworks for the week brought sound and noise into art. Children created collages using cellophane sheets, foil and bubble wraps and noticed the noise cellophane made when it was manipulated. Moreover, they used paint brushes wrapped with bells to paint. They explored the brushes and shook them before and whilst they were painting. We also ended up learning all about colour mixing too.

Our little learners were engaged in a fun sensory experience that had them fascinated with magnetic discovery bottles. Children were amazed by how the metal pieces flowed and gently glided through the bottles with the help of a magnetic wand. They also experimented placing the magnetic wands on different places on the bottles and observed how differently metal loose parts inside the bottles were attracted to the wands.

One of our provocation tables was transformed into a drumming station. There were a variety of metal, plastic and wooden buckets and sticks for children to drum and express themselves. Drumming needed children coordinating all four of their limbs at the same time in different tempos. Teaching them an even simple basic rhythm pattern helped them improve their motor skills and control their body much faster. Children also developed their social skills just by sharing the space and playing together.

Miss Vivian invited a group of 2R children to create musical jars to allow them to learn and make noise (music) in the process and explore and investigate sound waves and pitch. In this experiment we observed that when the jars were all empty, the vibrations and the sounds were all the same. Adding different amounts of water to the jars caused the vibrations (and sound) to change. Then, she played a few familiar songs for the children and encouraged them to guess which songs they were.

Have a fabulous weekend everyone!
Sara, Manoela and Vivian



Stage 2R: Making Music



Stage 2R: Musical Jars & Magnetic Sensory Bottles & Making Musical Shakers



Stage 2R: Creative Experiences



“Nature is important to children’s development - intellectually, emotionally, socially, spiritually and physically.” (Kellert, 2005)

If I asked you to think back to your happiest childhood memory while playing, where would your mind take you? Did you make a secret space away from adults hidden in the reeds with your friends? Or make a treehouse with Kid's Only Rules? The garden is a space for exploration, liberty and discovery full of wonder and the miracle and tyranny that is life on Earth.

We set about our week encouraging learning in regards to the prolonged rainfall and flooding that we have been experiencing around the state. We used visual aids in simple graphic form to represent what happens with evaporation, condensation, precipitation and then evaporation demonstrating the cyclical and cleansing power of the process. We further extended on this learning using a frying pan, water with dirt and salt brought to steam and collecting the vapour on a cold pan to represent how clouds are formed. Children and staff alike were invited to sample the condensation and noted it was neither salty nor dirty.

We began our own mushroom farm and explored the class of fungi, that aren't quite plants but grow in the garden nonetheless, needing decomposing matter to live. Our discussions centred around seeing the cycle of decomposition as necessary in the garden, that even poo and dead leaves serve a purpose in sustaining life.

We explored some herbs that have gone to seed, encouraging children to view the life cycle of a plant from it's true beginning stages, from the death of another plant, not from a packet. Children were invited to harvest the seeds using a gentle fine motor technique rolling the seeds from their pods and harvesting them into a communal pile. We have planted our little continental basil's in hope they will be ready to give to the wonderful 2E's Mum's as a Mother's Day Gift in May. (Thank you Carolina for that suggestion, we love it!)

We finalised our Term's provocation exploring **Our Garden** - thank you to the families who have sent in pictures of their garden so far! We looked at life cycles of minibeasts we can find in the garden as well as enjoyed Easter celebrations. It's been a wonderful Term One discovering and sharing all about the 2E children and we look forward to another exciting Term after the break. Whether it's a staycation or travelling further this holiday, the 2E Team wishes your family a happy and safe holiday.

Skye, Georgia and Tracey



Stage 2E: Planting Seeds



Stage 2E: Mushroom Farming & Seed Harvesting



Stage 2E: Sinking and Floating Experiment



“The greatest contribution of bees and other pollinators is the pollination of nearly three quarters of the plants that produce 90% of the world's food. A third of the world's food production depends on bees.” (World Bee Day Organisation)

Our focus shifted to bees. As the children have previously been exploring the sensory bee trays, we decided to take a closer look at how they work and their role in our ecosystem.

Through art, the children have explored honeycomb cells and hives as they used pipe cleaners and hexagonal shaped cardboard rolls to print, stamp and form a hive. The children were asked to think of the shape - *Is it familiar? Can you count the sides?* These questions get the children to think about new shapes and getting them to count the sides and edges. Furthermore, the children are creating links between hives, honeycombs and shapes. The children were very curious to find how the bees made these shapes on their own.

In our small groups, the children were able to look at the bee life cycle using figurines and flash cards and were asked to sequence the life of the bee. The children were introduced to new vocabulary such as 'Larva' and 'Pupa'. They were then seen using these words in their own independent play at the sensory bee table.

As an extension, in our 'Morning Meeting', we looked at the different kinds of honey - runny honey, manuka honey, whipped honey and honey in honeycomb. The children were very excited to taste test the different kinds and made many observations in regards to them. The children noticed that the consistency of the honeys were very different from each other and furthermore were intrigued about seeing the honeycomb cells. They also commented on the taste of each, with some saying that it was sweeter than another or fruity!

Our turtle project has made leaps and bounds as we begin the final touches - adding the flippers and head to the shell and deciding on what kind of turtle it will be. The children chose a 'Green Turtle' and as a result chose colours that are related. While painting the shell, the children demonstrated their knowledge of turtles that we have learnt over the past eleven weeks. It was amazing to see how much the children remember and understand, showing us that children who follow their interests are able to become experts.

Our final week in Term 1 has seen us revisiting our favourite experiences over the term to consolidate and solidify our knowledge. We wish those who are going on holidays or taking a break, a well deserved rest. And a happy Easter to you all!

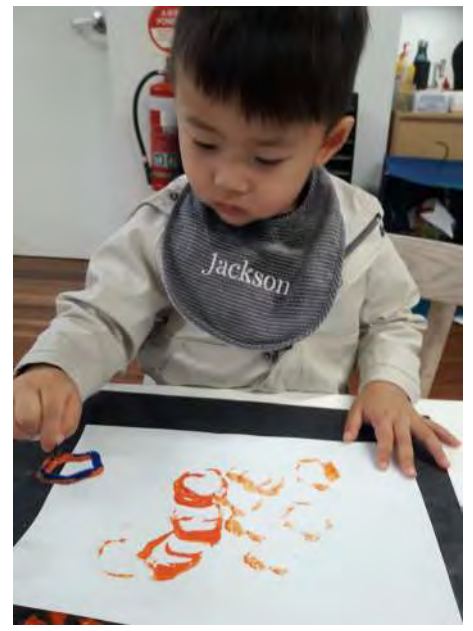
Grace, Pa, Margaret and Kai



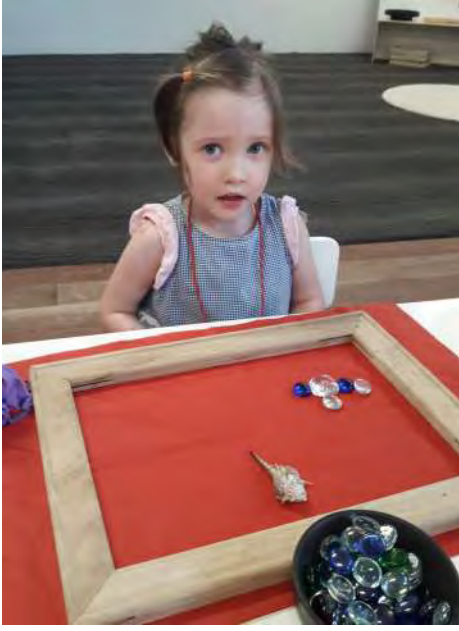
Stage 3R: Honey Tasting and Fruity Caterpillar



Stage 3R: Creative Experiences



Stage 3R: Manipulating Play Dough & Loose Parts



“Community, above all, is bigger than individuals. We are something much more when we are part of a community.” (Tony Blackshaw)

As we approach the end of Term 1, during the final week of our provocation on our Community, we focused on some local services such as the library and the post office. After group discussions on these services, the children were encouraged to create their own books which they then got to post to their own addresses during our excursion to the post boxes at Lindfield. In doing this, the children gained a greater understanding of the postal system.

In our discussions on these services, we spoke about how to use books appropriately and respectfully, from how to hold a book and turn the pages, to reading direction. One of our books *Dragon Post* by Emma Yarlett, gave us an opportunity to talk about how to write letters, get stamps and post them. We then created our own post box for our dramatic play 'Post Office' area by painting a cardboard box red and cutting out a slit for the post to go in. It was interesting to see how the children have responded to this, 'posting' letters, parcels and even sometimes toys!

Our new sign in system in the 3E classroom encourages name recognition, as the children find their own name and pop it into the '4-in-a-row' bracket. This introduces the children to literacy learning in a new and fun way. In addition to this, we are giving the children more opportunities daily to recognise not only their own names and letters but also that of the other children in the class through our name matching game.

Some manipulation experiences we had this week included some slippery spaghetti, where the children were invited to find the creatures we had hiding in the slippery pasta. Here, the children were encouraged to verbalise the experience, using their vocabulary to describe the textures and count the amount of creatures they could find. As the children have shown a keen interest in colour mixing over the past few weeks, we decided to further this with some blow painting. Using straws and metallic colours for contrast, the children dropped paint onto their pages, then mixed the colours by blowing the paint until they collided. This incorporates hand-eye coordination and encourages cognitive thought processes of knowing, remembering, language and response.

Next week we plan to celebrate everything Easter as we round off Term 1 and reflect on everything we have learned and achieved together this term. Thank you for a wonderful first term, we have all settled in really well together and look forward to the next adventure in Term 2.

Wishing you a great weekend and Easter!
Deb, Luan & Priya



Stage 3E: My Community Post Office and Library



Stage 3E: Literacy, Numeracy and Planting



Stage 3E: Extra Snaps



Our Term 1 provocation **Belonging - Where Do I Belong?** encouraged the children and teachers to establish a warm and trusting rapport as we got to know one another. We started the term by exploring who we are as individuals, reflecting on our family structures, sharing our cultures and exploring what it means to belong to a community. To conclude our provocation, we learnt how the Post Office and Library play a role in our local community. Language, literacy and mark making were incorporated into this week's learning experiences, encouraging the children to engage with the alphabet, enhance their pre-writing skills, and further explore various texts and stories.

There was a huge interest in how mail is delivered as the children assumed the roles of postal workers during dramatic play. The children were busy sorting out the mail, posting letters and parcels, and entering information into the computer systems using the keyboards. We think Australia Post would be proud! To extend on this interest the children were invited to write letters to their parents. They practised writing 'Mum and Dad' up the top and their name down the bottom, concentrating on their tripod grips as they held their pencils to the paper. They then drew a picture of their choice in the middle before folding the letter and putting it in their self-addressed envelope. Don't forget to put a koala stamp in the corner! Our letters will be mailed next week so that the children can understand the process of how mail is written by the sender, posted and delivered to the recipients in a timely manner.

Literacy was also incorporated into our table experiences where the children used capital letter pastry cutters to create their names in play dough. At our art table a variety of stamps were printed and cut out for the children to collage their names with too. Enhancing their fine-motor skills, the children stuck stamps down with their fingers as they followed the lines and shapes of each letter in their name. During our story times, the children have been picking up on rhyming words that they can hear, especially when reading stories by Julia Donaldson. Together as a class we played a rhyming game focusing on phonological awareness, where we had to match pairs of words together. The children listened very carefully as the words were repeated, matching pairs that included *cat/bat*, *book/hook*, *star/car*, and *frog/dog*.

"The fire of literacy is created by the emotional sparks between a child, a book and the person reading." (Mem Fox)

Throughout the week we read many stories that inspired our love of literacy and language. *Library Lion* by Michelle Knuden had the children excited at the thought of a real lion pacing up and down the library aisles and joining our story time. We also discussed that when we visit our local library, we must walk quietly and use our whispering voices, as some people like to read in peace and concentrate on their studies too.



Other stories this week included, *Santagram* by Sophie Masson, where the post office at the North Pole became inundated with mail, and *Herman's Letters* by Tom Percival, about two friends who lived far apart and kept in touch by writing letters to each other. As we read these stories, the children took note of how the envelopes had an address on the front and stamps in the corner.

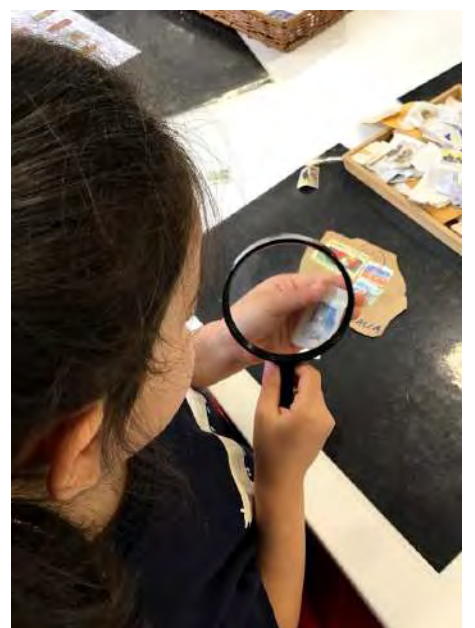
We've had a wonderful first term together in Stage 4 and the teachers are extremely proud of how well the children have settled into our classroom. We can already see so many milestones being met and we look forward to continuing our learning journey together in Term 2.

Have a safe and happy Easter break!

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



Stage 4R & 4E: Exploring The Post Office



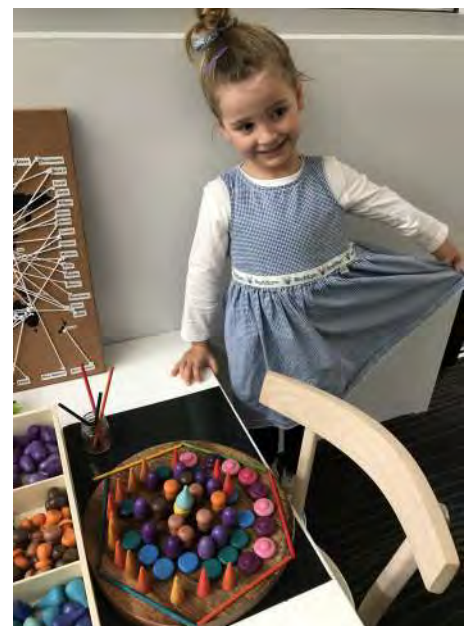
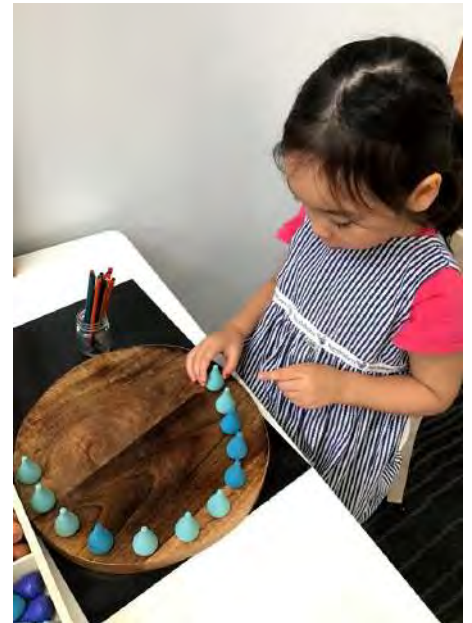
Stage 4R & 4E: The Letters In Our Names



Stage 4R & 4E: Writing Letters To Our Families



Stage 4R & 4E: Colourful Beads and Mandalas



Playball

By Coach Lauren Guttman

Hi Everyone!

We started our lesson today playing the Playball version of Dodgeball. We all ran around the court and I tried to catch as many children as I could with a beanbag. If I catch the children, they know that they don't get cross or upset – it's only a game!

The children then concentrated on tennis. They love tennis and were so excited to see that I had brought tennis racquets with me to Playball today. We ran around the court balancing a beanbag on our racquet – always remembering to keep the bat nice and flat so that the beanbag doesn't fall off.

We flicked our beanbag high up to the sky with our bat. We all have pretty amazing body strength and muscle tone because you will not believe how high some of those beanbags flew up to the sky.

I then gave each child a ball and we 'boofed' (our very own Playball word) the ball away with the bat. We also did little 'boofs' with our racquet, and when I blew my whistle, we 'trapped' (stopped) the ball with our racquet, always remembering that we do it nice and gently. I progressively got faster and faster and faster so we really had to listen carefully.

Next, the children had the opportunity to hit their ball off a ball holder. This meant that we really had to focus on our hand-eye coordination and spatial awareness as we looked, aimed and then swung our bats! I even encouraged the children to try and bounce the ball with our racquet – always remembering to wait for the ball to 'pop up'. This was a lot of fun and it was great to see the children doing so well with this very complex action.

To end the lesson we crossed the 'Playball River' on lily pads (beanbags) and cheered so nicely for our fellow teammates.

Such a fun lesson champs!



Ni Hao!

This week in Mandarin class we continued learning all about families and introducing some Mandarin words for things we find in the sky.

The lesson started by us revisiting family and family structure. The children did a wonderful job of remembering many words for the members of our special Mandarin Class Family.

We then spoke about how significant family units are in China. The family has long been a key component within Chinese society, and many aspects of Chinese life can be tied to honouring one's parents or ancestors. Many of the children said that their families were very important to them too and a couple of them asked me about the word "ancestors". We found out that an ancestor is a person who was a parent or grandparent to someone else. The children were very interested to know that even their Grandmas and Grandpas have Mums and Dads!

I then brought out handballs to use as props as the children sang a morning get ready song, which included Mandarin phrases of brushing teeth, washing your face, combing hair and getting dressed. This was a very funny activity and the children had a wonderful time pretending that the ball was many different things, including a hair brush, clothes and soap!

I then showed the children some beautiful clay puppets of the sun, moon, stars and clouds and introduced the words:

Sun - "Ti Yang"

Moon - "Ye Liang"

Stars - "Xin Xin"

Cloud - "Un duo"

We then sang a traditional Mandarin song together, that some of the children remembered from last year, all about the beautiful sky.

Thanks for a wonderful lesson. I am looking forward to seeing you soon!



This week in Drama we continued on our adventure through the Treasure Map. We have nearly found all the 'X's that mark the spot'" and it's very exciting!

I always begin the lesson by asking the children to recall the last lesson. Many of the children remembered our trip up the beanstalk. Some even reminded me how they felt scared of the big sleeping giant! We looked at the treasure map and I pointed out the beanstalk and castle for anyone who didn't remember. Up in the giant's house we found a key, and that began our lesson. We needed the key this week in drama!

We had a look at the map and saw the next place we had to go was a forest. We looked in the book *Pixie Hollow Pop-up* by Kitty Richards to see what we might find in the forest. I told the children I thought that it might be a magical forest with fairies and unicorns. After looking in the book, we knew that we might see fairies, unicorns, butterflies and birds, and that the key would open the door of the treehouse where the fairies live. We walked on our tip-toes up to a big tree with a door in it - the key opened the door! We zoomed down the slide and we found ourselves inside a secret garden that looked very magical.

In the garden a fairy was waiting for us. Her name was Joy. Joy told us that she had some special pixie dust to sprinkle on us so that we could have a magical time. We put out our hands and got a sprinkling of pixie dust each. We decided to play a magical game with Joy. We put on some fairy music, and every time the music stopped, we spun around and turned into different animals. Our pixie dust was working!

After a little while of dancing we heard someone calling for help! We looked around the magical garden and saw Humpty Dumpty lying on the ground. Humpty, explained that he was minding his own business in the garden when something big, something red, something with sharp teeth, knocked him off the wall. He said that the creature was on the way to a cave. We looked on the Treasure Map, and low and behold the next place on the map was a cave!!

Before leaving the magical garden to go to the cave, Joy said she would leave us with some magical fairy dust for our journey. The children got to choose which colour fairy dust they would like. Hopefully this fairy dust will help us be brave in the cave next week!

What a great adventure we had this week. Thanks, and well done everyone!



Hello everyone!

This week in our music lesson we jumped straight in to learn a new song! The song was called *Down by the Bay* and it is a call and response song. I got the children to echo back the song melody and words as we kept the beat by tapping our knees. We warmed up our singing voices with our open and shut mouths and then all joined in singing our new song. Next week we will be adding some additional actions to this song!

After we sang *Down by the Bay*, I introduced my *Singing Mouths* to the children. We looked at different patterns of open and closed mouths and predicted what kind of noises we can make when our mouths are shut. When we all got the hang of it we sung our patterns line by line, (e.g. AAH, MMH, AAH, MMH etc). Some of our patterns were a little tricky but we all followed and sung along beautifully.

Now that we had our mouths making all sorts of sounds, we learnt about a new kind of singing called *Scatting*. When we scatted we make up a bunch of silly sounds that go along with the music (e.g. boop ba doo doop). I had some volunteers stand with me and make up some of their own 'scats' for the rest of the class to copy and echo back. When we got the hang of it we then listened to the *Scat Like That* song and grooved along with the music following along with the *Scat Man!* After dancing and singing around we finished with some jazz hands and came back to the carpet.

With some of the older children we had a tricky dance to learn! We pointed out and named some body parts like our fingers, heads, legs and thumbs to get ready to sing the *One Finger, One Thumb* song. Each round we added an extra body part to move, leaving us all muffling and excited at the end! Overall this week's music lesson was so much fun, and it was amazing to see everyone engaging in all the activities.

Have a great Easter weekend!



Happy Birthday!

A very happy birthday to our Stage 1E friend who is celebrating his special day on Sunday. Harvey, we wish you all the best!



04/04—Harvey (1E)

Happy Easter!



Happy Easter!



Reddam ELS Lindfield Families Easter Picnic

"We are so happy to share the huge success of our first social event for our Reddam families! With wonderful weather conditions and a great setting at Queen Elizabeth Reserve, it was evident how eager our families were to get together and know each other better after so many months of restrictions and distancing.

Both sessions—morning and afternoon—were packed and enjoyed by parents and children equally. It gave us adults a chance to know other parents aside from the usual hasty nods and "Hellos" at Reddam, and the little ones loved to play with their friends and enjoy some face painting, bubbles, temporary tattoos and mini Easter eggs. Thank you everyone who took part and looking forward to our next (hopefully restrictions-free) Reddam ELS Lindfield families event. "

Carolina O. S. (2E & 4E Parent)



Reddam ELS Lindfield Families Easter Picnic

