

# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM  
ELS

28th May 2021

## Principal's Message

By Mrs Kath Boyd

***"What children need most are the essentials that grandparents & special friends provide in abundance . . . unconditional love, kindness, patience, humour, comfort & lessons in life."*** (R.G)

A big thank you to all our guests - grandparents and special friends of the Stage 3 & 4 children - who joined us for morning tea this morning. We had over 80 visitors and I congratulate the fabulous 3R, 3E, 4R & 4E teachers for preparing such engaging, creative experiences for everyone to enjoy. It was a delight to meet the people who play such an important part in the lives of the children who attend our school. We will be sending home a personalised keepsake to these guests next week. Enjoy (and please share) the photos from this morning that will be sent to you via Tapestry.

The **Stage 1 & 2 Grandparents & Special Friends Event** is being held next Wednesday, 2<sup>nd</sup> June from 9 – 10am. Thank you to those parents who forwarded the e-invite to your child's guest/s and also RSVP-ed on their behalf to your child's Core Teacher.

Events such as these strengthen the connection between school and home. *Belonging, being and becoming* are the big ideas that underpin the whole Early Years Learning Framework. Together they describe what we at Reddam ELS Lindfield aim to achieve for the children at our school. If every child from Stage 1 to 4 can experience a genuine sense of belonging; if they can have time and space to be themselves; and if they can be supported in who they are becoming, then we will have done well. *"In early childhood settings children develop a sense of belonging when they feel accepted, develop attachments and trust those that care for them."* (EYLF, p.20)

***"When you get to a place where you understand that love and belonging, your worthiness, is a birthright and not something you have to earn, anything is possible."*** (B. Brown)

To **belong** is to feel included. It is to feel welcome and connected to what is going on around you. Belonging helps to give children the security and confidence to explore their world. By building a sense of belonging within the children we also build identity, wellbeing and the ability to learn. Because belonging is about being part of a group, relationships are critical. It is marvellous to witness the meaningful relationships that have developed since the beginning of the year between teachers, children and their families. Our teachers strive to treat everyone as an individual, worthy of their time and respect. We openly welcome and accept the diversity of the different cultures, backgrounds and beliefs that exist in our school and the wider community. It is wonderful to know that families and children feel that "this is a place I can belong".

# Principal's Message Continued...

By Mrs Kath Boyd

As professional, proud early childhood educators, **secure, respectful and reciprocal relationships** are at the heart of everything we do. We acknowledge that genuine and positive relationships with children, families and each other are essential to children's learning. Through relationships, we help each child to develop their identity, their connection to others and their sense of wellbeing (EYLF Outcomes 1, 2 and 3). Relationships are also central to how we support children's attitudes toward learning and to the development of effective communication (EYLF Outcomes 4 and 5). Secure relationships are vital to each child's sense of identity and wellbeing and to their self-confidence. Stable, caring relationships provide children with the security and confidence they need to explore their world.

Our teaching teams are made up of consistent, responsive and nurturing teachers who all treat children with respect . . . as individuals with their own interests, likes and dislikes. We try to involve them in what we do rather than simply telling them what is going to happen. It is evident that the children at our ELS respond to teachers who give something of themselves in their interactions and relationships.

## Care Pack Project

There was such a wonderful response to our **Gunawirra Care Pack Initiative** (<https://gunawirra.org.au/>) . . . thank you for your generosity, wonderful Reddam ELS Lindfield Families! I will be transporting the **60+ packs** to the collection depot this afternoon.

Stay warm and have a wonderful weekend.

*Pictured above: A kaleidoscope of colour (4E). Pictured below: Donated Care Packs.*





***“Teachers nurture the seeds of today so they may bloom into the flowers of tomorrow.”*** (Unknown)

Welcome to our Week 4 program! We have focused this week on **Caring and Nurturing**. We had a hair salon area for the children with mirrors and combs to be used on baby dolls whilst engaging in pretend play. A bassinet was available for our friends to take care of their dolls. Miss Natalie demonstrated how to feed a baby using a bottle. The children were familiar with this concept and many knew exactly what to do already!

Additionally, we took care of pets. We engaged in imaginative play feeding various animals. We fed stuffed animals using poms poms as pretend food. This led to vet and doctor experiences with equipment that is used by these professionals to help animals that are hurt and unwell. What a great encouragement for the children to learn how to take responsibility and care for others. When children learn through social interactions, they also develop empathy, compassion and an understanding of others' needs.

Our sensory experience invited the children to explore muddy dogs. We mixed brown dye into shaving foam to create a mud effect and 1R loved adding dog figurines into the trays. To challenge their fine motor skills and extend various ways to express themselves, as well as to support their creative development, the art experience supported the children to make cat artwork. There was encouragement from the teachers for them to hold the paintbrush and mix green, yellow and red paint in a tray and dab their brushes around a cat shape on a piece of paper. Then, the pre-cut cat was peeled off from their art page and they were amazed to see the silhouette of the cat as the end result.

The children also did paw printing artwork. This offered the children to hold animal figurines, dip their paws in the paint and dab it onto paper. This creative experience supported the children to control their hand muscles and develop their visual skills by experimenting with colour placement.

Next week we will be focusing on **Sense of Sound**.

Enjoy your weekend!

Natalie, Doris, Sharon and Suki





## Stage 1R: Caring For Our Pets





# Stage 1R: Caring For Our Dolls & Creative Experiences





**“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.” (Albert Einstein)**

According to an article from CERC, fairy tales and modern fantasy stories project fantastic other worlds; but they also pay close attention to real moral 'laws' of character and virtue. By portraying wonderful and frightening worlds in which ugly beasts are transformed into princes and evil persons are turned to stones and good persons back to flesh, fairy tales remind us of moral truths whose ultimate claims to normativity and permanence we would not think of questioning. Hence, we would like to support such moral truths with our young children. This will not only give them amazing imagination exploration but also encourage them to live in the real world. True to the great Einstein's quote, if we wanted the children to have a life full of understanding and knowledge about the world around them we read more fairy tales with them.

This week's learning experiences provoked the children to build their own castles out of cardboard boxes, concoct a secret potion with the wizard and explore the world of fairy tales with our fairy tale books and sensory learning displays. Inspired by the fairy tale *The Princess and The Pea*, the children were challenged to sort the textured green pom poms against the size charts. We introduced words such as 'big, medium, and small' increasing the children's vocabulary. Learning words such as this also exposes the children to early mathematical concepts.

Tapping into our children's creative side, we engaged in two art experiences. Firstly, we allowed the children to create their own magical wand using a variety of textures, which encouraged them to practise their fine motor manipulation and hand-eye coordination skills as they glued them all on their stars. Additionally, we invited them to decorate their own wizard's cauldron. Using recycled fabrics, papers, and pipe cleaners, the children glued them around a printed image of a cauldron.

Such activities supported the children's physical motor coordination skills and at the same time instilled in them the joy of pretend play using simple toys through the use of natural and recycled materials and create social groups, challenge each other's ideas and build new understandings. Significantly, these not only promote sustainability practices but also encourage the children to be creative at their make-believe learning which is important for their well-being and development as young children.

Looking forward to learning more about the children's interests as we all together explore **Space and Beyond**.

Thank you for spending your time reading our newsletter! Wishing you a lovely weekend ahead!

Charity, Heather, Suki, Connie and May





# Stage 1E: Witches Brew





# Stage 1E: Fairy Tales Inspired Experiences





## Stage 1E: Creative Experiences





***“Our challenge isn’t so much to teach children about the natural world, but to find ways to sustain the instinctive connections they already carry.”*** (Terry Krautwurst)

This week we investigated the magnificent world of **birds**. An interest in birds can be a child's first step in falling in love with biology and other sciences. The 2R children dived into learning about these creatures' nesting habits, migration, and different bird species.

Amongst our sensory experiences, we had bird seeds play dough along with feathers and twigs for a textured sensory experience; another experience involved children twirling spaghetti into circles and placing some pretend bird's eggs to create a nest; and our bird seed slime was a great way to stimulate children's senses. They enjoyed stretching, squishing, and flattening it and adding bird figurines in them which encouraged some investigation and sparked conversation. Another meaningful experience invited children to challenge and strengthen their fine motor skills by feeding baby birds with some coloured wiggly worms using tweezers while working on colour sorting.

The teachers discussed with children how feathers keep birds warm, protect them from injury and help them to fly. To discover the beauty of feathers, we featured feathers as the base of our sensory bins and encouraged the children to feel its soft texture and take care of birds in their nests. They were also encouraged to create nests using twigs, feathers, and some plants for varieties of Australian bird figurines.

Following the children's suggestion, we created exotic feathery paint brushes. The lines that these unique paint brushes created amazed 2R and they simply enjoyed discovering the feathers and colours. We wondered, if birds made marks with their tail feathers as they flew, imagine what the sky would look like!

In order to encourage an interest in birds, we found no better place than our beautiful school's outdoors to provide the children the opportunity to see real, living birds right in front of them where they observed a different variety of birds flying from tree to tree. Spending some unstructured time in nature helped our children physically and emotionally, increased their confidence, developed their creative problem-solving skills, and flexibility.

We enjoyed sharing the joy of birds with children as we know our world needs green-thinking like never before, and a love of birds will spontaneously spill over into a desire to protect the wild spaces that birds live in.

Have a fabulous weekend everyone!  
Sara, Vivian and Manoela





## Stage 2R: All About Birds



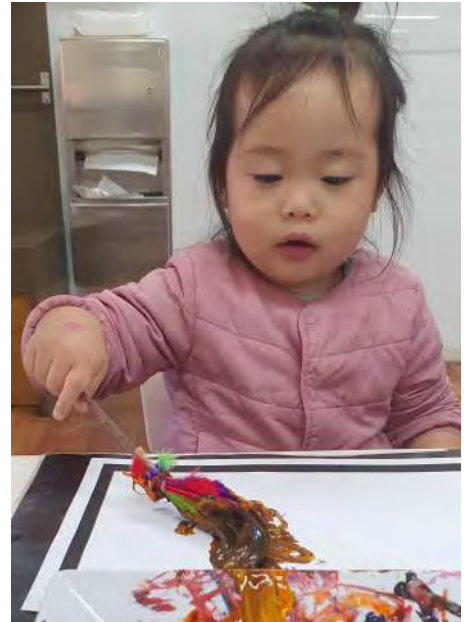


## Stage 2R: Bird Watching





## Stage 2R: Feathery Paint Brushes





*“The highest of distinctions is service to others.”* (King George VI)

The 2E Focus for this week, during our **Community Helpers** provocation, was **Paramedics, Ambulance Officers** and **Ambulances**. We continued our investigation and learning on what makes an emergency, what to do in one, first aid techniques and investigated the signage around our room and what it means.

To express this learning in an art experience, we used an ambulance as a provocation to see how basic shapes can form together to make meaning. We encouraged the children to be guided by an outline and strengthen their pasting, fine motor and estimation skills.

For a second experience encouraging dramatic play we constructed two ambulances. The first was painted red symbolising the dominant colour of the health emergency vehicles. For the second ambulance we challenged children to view a two dimensional representation of an ambulance in the picture, notice the different shapes that made up the ambulance and extend on their collaging learning. We named the shapes as we viewed them then children were asked to visualise where the shapes would go on the three dimensional model. This spatial reasoning encourages children to orient the corresponding shape overcoming the perceptual appearance, using mental manipulation of the visual aid.

We enjoy playing a game to encourage this mental cognition where we kick the ball to the fence on an angle and ask children to imagine, hypothesise and anticipate the angle the ball enters the wall at and what angle it will exit at as a result. This game can be played with others but can also be enjoyed in solitude. The games children play assist in planning, organising, regulating emotions and enjoying friendship. 2E is gaining skill in organised games and it's thrilling to watch our children move from one developmental stage to another.

Our 2E children have been given opportunities to explore sensory mediums of different types, density, cohesion with varying tools and utensils, containers and bowls to create their own experiments, discover cause and effect, make mistakes and be encouraged to look at the problem while calmly trying to find solutions for themselves.

We hope you have a lovely weekend.  
Skye, Tracey, Georgia and Connie



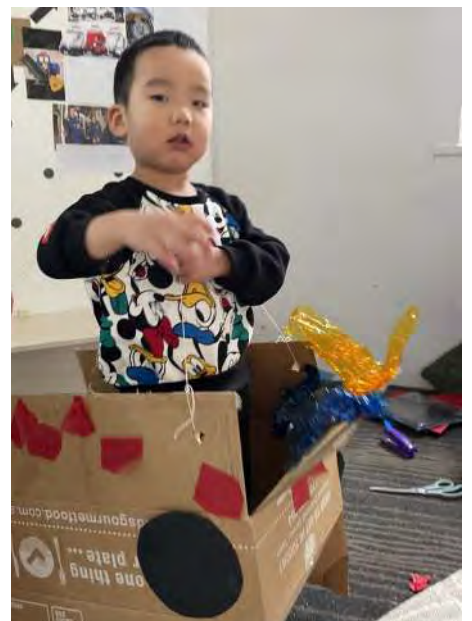


## Stage 2E: Ambulance Collage





## Stage 2E: Making An Ambulance





## Stage 2E: Extra Snaps





***“Research has shown that empathy is essential to building healthy and happy relationships with family and friends.” (Lee, 2020)***

As we continue to explore **emotional intelligence** and emotions in the class, we look at the Kimochi character 'Lovey Dovey' who is a friend to all. This week we begin to think about how our body language communicates with others, as well as using gentle reminders for friends when we forget to share or take turns. By exploring body language, the children are able to help recognise signals and signs from others as well as adapting their own to ensure that their message isn't lost in their delivery.

In our previous small group experiences, we talked about using our talking voice, and not yelling back when yelled at. This week, we build on that by introducing a talking face and hand. The children loved switching between 'fighting' and 'talking' faces, with children guessing which one each other had on. Through drama, we demonstrated how using a 'talking' face was much more effective in communicating with others. The talking hand was a useful tool in helping children ask for things without taking it from another. Using their palm held out and asking "Could I please have a turn" or "Please place \_\_\_ in my hand", the children had fun asking for certain props in the group.

Another experience saw children using gentle phrases such as "Remember, we take turns" or "Remember, we share" as a way to kindly remind others of the expectations of our room and as an example of using our words to achieve our goals. Coupled with this, we also played a game that involved children walking (running) away when they were beginning to feel unheard or uncomfortable. This experience encourages children to problem solve and take ownership of their interactions with others.

Our art for this week looked at making 'emotion monsters' which uses calming breathing techniques that create colourful lines. Children use their fine motor skills to pipette dye onto a piece of paper and then using the breathing technique and a straw, blow out lines from the dye. Once dried, add eyes and facial expressions to create an 'emotion monster'!

Next week we look at combining our key communication skills in our new home corner and drama experiences.

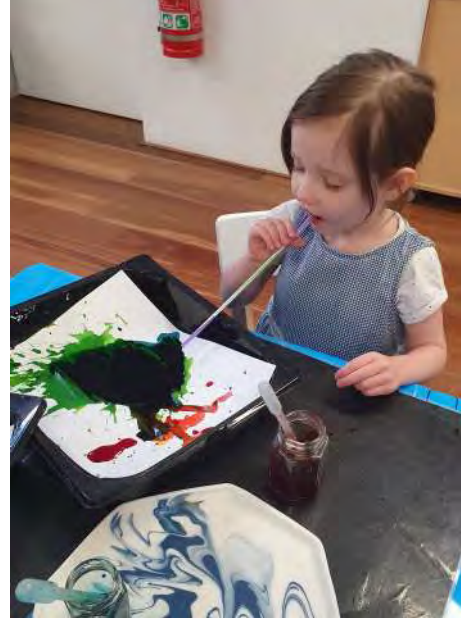
Enjoy your weekend!

Grace, Pa, Margaret, Carina and Lizzie





## Stage 3R: Creative Experiences





## Stage 3R: Love Dovey & Loose Parts





**“Logic will take you from A to B. Imagination will take you everywhere.”** (Albert Einstein)

This week the children's interest in dinosaurs led us to looking closer into these prehistoric creatures and the Earth they inhabited. Using imagination as a vital tool for our exploration back in time, as we looked at different types of dinosaurs, their sizes, shapes, defence mechanisms and what they used to eat. These incredible and fascinating creatures teach children more about how species come to be, disappear, adapt and survive. An interest in dinosaurs also helps children understand the Earth's timeline and appreciate that amazing things existed long before they did.

When it comes to this topic, there are so many exciting things to learn, including dinosaurs' complex names, varied habitats and interesting features. This led us to create a small world dinosaur discovery table where the children had the opportunity to express their knowledge and understanding of dinosaurs through role play and imaginary play scenarios. There was also a dinosaur encyclopedia on display where the children enjoyed finding the equivalent dinosaur, matching picture to figure and finding out what types they were.

Clay coloured play dough was a big feature this week, where the children used various sized dinosaurs to create prints in the dough and could then compare and contrast patterns and footprint sizes with many different dinosaurs. To introduce some science, the children were invited to engage in two different types of 'dinosaur eggs'. The first being frozen dinosaurs that the children had to try to melt using pipettes with warm water, salt water or even cold water. The children experimented with each, some discovering warm water and salt to be the most effective. The second dinosaur egg experience were bicarb balls with mini dinosaurs hidden inside. The children used vinegar to drop onto these, causing them to fizz and 'hatch'.

Throughout the week, the children worked together as a team to create two big cardboard dinosaurs which we named *Stevie the Stegosaurus* and *Dippy the Diplodocus*. They worked very hard to paint them, adding spots, glitter and eyes to make them unique.

It has been a big week of fun-filled learning and the children have shown such a keen interest in dinosaurs that we plan to continue this provocation next week extending on this learning.

Have a wonderful weekend!  
Deb, Luan, Priya & Tasneem





## Stage 3E: Play Dough Dinosaurs





# Stage 3E: All Mighty Dinosaurs





# Stage 3E: Hatching Dinosaurs & Stevie the Stegosaurus and Dippy the Diplodocus





**“The sea, once it casts its spell, holds one in its net of wonder forever.”** (Jacques Cousteau)

This week in 4R we took a deep dive into the magical world under the sea through the lens of sustainability. Throughout the week we focused on a very special book called *What a Waste* by Jess French. This environmental book introduced our eager young ecologists to how human's actions can affect planet Earth and in particular our Oceans. We discovered some crazy facts including that every single plastic toothbrush ever made still exists and that there is a giant floating mass of rubbish called the 'Great Pacific Garbage Patch.' After learning these facts, the children wanted to do something to help and so each day we had a particular focus on what we can do to help heal our Earth.

At the beginning of the week, we looked at what happens to our rubbish after we put it in the bin and how we can *Reduce, Reuse* and *Recycle* our waste in order to lower the number of things that go into landfill. The children were very eager to participate in sorting our rubbish and turning old things into something new. Throughout the rest of the week we continued learning about sustainability as we began to create works of art out of recycled plastic containers.

The teachers also introduced a challenge for the children to reduce the amount of paper we are using by giving each child only two pieces of paper to use for drawing and folding each day. We explored different ways we could use the paper by folding it, cutting it and using both sides of it. The children were able to choose if they would like to use their paper, save it, share it, cut it etc. We were so proud of how the children were so mindful with their paper use throughout the week and how they continued to think of new and creative ways they could save paper.

Another important book we read was *Someone Swallowed Stanley* by Sarah Roberts, about a plastic bag that was floating in the sea. A whale, a seagull and a turtle all ingested some of Stanley and we discussed how turtles often mistake plastic bags for jellyfish and need to be hospitalised to remove them from their digestive system. This story continued the children's discussions on how we can make a positive impact on our planet by making good decisions with our waste.

Towards the end of the week, Miss Linda read a book about penguins being rescued from oil spills. She then demonstrated how oil from boats floats on the ocean's surface and it can spread for kilometres causing the animals to breathe it in and be coated in it. The oil spills can be contained using a border to stop it from spreading but it can take up to 15 years to clean the ocean. The children were then encouraged to engage in an experience that simulated this situation.

What a busy week! Due to the children's interest and engagement in this provocation, next week we will continue to look at the oceans through the lens of sustainability.

Emily, Allegra & Linda





# Stage 4R: Exploring The Ocean (Part 1)





## Stage 4R: Exploring The Ocean (Part 2)





**“The sea is an underwater museum still awaiting its visitors.”** (Philippe Diolé)

Our provocation *Exploring Our Earth* continued as our class dived down through the layers of the ocean this week. Two thirds of our planet is covered in water so there was a lot to explore. We learnt about many of the sea animals that inhabit each ocean zone and discovered the following:

**Sunlight Zone:** This is the first zone that begins at the surface, where the water receives the most sun. Approximately 90% of all sea creatures live in this zone and on the coral reefs. Creatures include starfish, crabs, tropical fish, stingrays, sea urchins, sharks, dolphins and sea turtles.

**Twilight Zone:** 200m deeper there is less sun and the water becomes a little colder. Creatures include jellyfish, swordfish, pufferfish and whales.

**Midnight Zone:** 1,000m deeper the water reaches freezing temperatures because hardly any sun can reach down this far from the surface. Creatures must be able to survive the cold and dark conditions of the water. They include hatchet fish, lantern fish and the tripod fish.

**The Abyss:** 4,000m deeper in the ocean it is pitch black and extremely cold. Creatures include the dumbo octopus, vampire squid and many prehistoric-looking creatures.

**The Trench:** This is the ocean floor approximately 11,000m deep. All the creatures down here mostly glow in the dark, including the viper fish and angler fish. They look as if they have LED lights running through their bodies and they are the only source of light in the water when they glow.

Our story books of the week included *Flip Flap Ocean* by Axel Scheffler where the children enjoyed the anticipation of seeing which sea creature would appear on each page; *Sharing a Shell* by Julia Donaldson was also a firm favourite as we read how a crab, a sea anemone and a bristle worm cohabitated in a rock pool; and *The Rainbow Fish Discovers the Deep Sea* by Marcus Pfister inspired the children’s artwork for the week. They used a variety of water colours to paint their fish before sticking on glittery scales and creating a coral reef background with mixed materials.

Around our classroom the children engaged with many ocean-themed learning experiences. At our manipulation table they moulded and shaped blue play dough and kinetic sand to create coral reef environments with faux seaweed, stones and shells. The children also enjoyed using magnetic fishing rods to "catch" some sea creatures, identifying each one as they retrieved them. At our numeracy station the children used pearls and wooden fish to help them count from 1-20, and our small-world area was full of imagination as the children worked together to create a "coral reef party" for the sea animals.

Next week our ocean adventures will continue as we learn how to implement sustainable practices to protect our sea animals and keep their environments clean.

Miss Lauren, Miss Rebecca and Miss Carina





# Stage 4E: Layers of the Ocean





## Stage 4E: Ocean-Themed Experiences





## Stage 4E: Coral Reef Inspired Artworks





Hi Everyone!

We started our lesson today with the 'Forwards/Backwards' game. When I blow my whistle once, the children need to walk forwards; when I blow my whistle twice, the children walk backwards. I got faster and faster and faster until we were all just dancing up and down. We were laughing and laughing!

Then I got out a special surprise for the children, a T-ball T (stand) and T-ball bats. I set out 4 bases (mats) in a diamond shape on the court. The children all had the opportunity to run to 1<sup>st</sup> base, 2<sup>nd</sup> base, 3<sup>rd</sup> base and then HOME BASE, making sure we touched each base with our feet.

We actually had a mini game of T-ball. Each child had a turn to place a ball on the T-ball T, grip the t-ball bat correctly, determine the distance between ourselves and the T-ball T, put our bat on our shoulder, swing the bat and hit the ball off the T, swinging from one shoulder to another. We drop our bat and run from base to base while the other team are the fielders and do their best to get the T-ball "batters" out. Each team wore different coloured bibs and we felt like such cool sports. We even got into a "team huddle" and decided on a name for our team. You should hear some of our crazy names: *The Watermelons*, *The Crazy Kangaroos*, *The Super-Duper Heroes* and the list goes on...

We practised our rolling skills, always remembering to use our feet as the starting point.

Next, I split the children into partners and they stood opposite their Playball partner with our legs apart and played such a fun game where we had to try and roll the ball through our friend's legs while our partner tried to stop the ball from going through using "cage hands" (two hands joined together and spread open so as to minimise entry through our legs).

Another fun-filled, busy lesson.





Ni Hao Families,

This week Mandarin class was all about games. Games have been held in high esteem in China for many years as nearly all people in Ancient China spent the majority of their time working. For most of the year they worked all day long with no days off. However, there were festivals throughout the year where they had the chance to play games and be entertained.

Playing cards were invented in China during the Tang Dynasty. The typical pack of cards contained 30 cards. The cards had suits and values. The Ancient Chinese developed a wide variety of card games that they played using these cards. To follow on from this very special history I decided to share my animal flash cards with the children for a tricky game of memory.

First, I went through all the animal cards with the children in Mandarin to remind them how to say each animal correctly. Then as a class we placed all the cards down on the floor facing upwards so we could see where each pair of animals were. Then came the tricky part. We turned all the cards upside down so we could no longer see the animals and we had to use our memory to figure out where each pair was! Most of the children did a fabulous job of completing the challenge and successfully found all of the pairs!

In the next game I handed the animal cards out to the children and they needed to hold them out when their animal was called in Mandarin. This was a great opportunity for the children to consolidate their understanding around the Mandarin names for each animal. Well done friends!

We then finished the lesson with a discussion about what we had learned about Mandarin in the lesson. I was so impressed with responses from the group. They all wanted to have a turn and share their knowledge. Every week we can see the children are building their confidence in the class.

See you next week!





This week in Drama we continued on our topic *The Magic Carpet*. This week's prompt question was "If you found a new island, what would you call it?" There were lots of great suggestions like "Elsa Island," "Stick Island" and "Candy Island". We didn't go under the parachute this week and I told the children that we were going to use the parachute at the end of our lesson for a little surprise!

To start our adventure this week, the children began by sleeping in their igloo where we left off last week. We unrolled our carpets and flew through the sky and landed on a long boat. I showed the children a picture of a long boat from Viking times. As a team we became one long line, holding the shoulders of the person in front of us, and sailed through the seas looking for an island. Some of the younger children sailed in individual boats.

We eventually found an island and mimed hopping off our boats and exploring. Together, we played a game with music to explore the island, just like a game the Vikings used to play. When the music played the children ran on the spot and when the music stopped, they had to bop down.

After exploring the island, I showed the children some pictures of the Vikings that lived there. We saw pictures of farmers, warriors and royals. We decided we needed to make a campfire and somewhere to stay for the night on the island. The children collected imaginary sticks and brought them back to the circle. We used our fingers to create a fire. In the pictures, we saw that the Vikings collected wheat and liked to make bread. The children did a fabulous job of miming making bread and cooking it over the fire. We searched in our backpacks and found that we had packed marshmallows (how lucky!). We cooked some over the fire and mimed a yummy face when we ate them.

It was time for the parachute surprise! We unrolled the parachute and lifted it up to make our tent. The children hid underneath and pretended to sleep. We heard a sound from outside and came to sit on top of the parachute. The noise was a cockatoo! The cockatoo told us that while flying over the world she saw something in Egypt! One of the pyramids had fallen over. The cockatoo knew that we had magic carpets and asked us if we would fly to the pyramid and help rebuild it next week.

Of course, we said yes!! Next week we are off to fix the pyramid.





# 2021 Stages 3 & 4 Grandparents & Special Friends Day



3R



3E



4R & 4E



## 2021 Stages 3 & 4 Grandparents & Special Friends Day



Ishaan (3R) with his Aunty & Grandparents



Jessie (3E) & Grandparents



# 2021 Stages 3 & 4 Grandparents & Special Friends Day



Henry T. & Cooper (4R) + Grandparents



Poppy (4E) & Pop - 4E



## Happy Birthday!

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



24/05 - Giselle (3R)



27/05 - Mia (4R)



30/05 - Clara (1E)