



Principal's Message

By Mrs Kath Boyd

Dear Parents,

Term 3 has arrived! Despite Sydney entering another period of Covid-related restrictions, our ELS remains open - offering a happy and safe oasis for those families who need us. It has been heart-warming to have so many children at school this week, engaging in creative, challenging experiences. In addition, the daily Google Meets lessons have been very well received and proven to be a wonderful way to keep our school community connected. I extend a special welcome to the new families who have just us at Reddam ELS Lindfield.

Our recent **Vacation Care Program** was based on three contrasting themes – **Animalia** (Week 1), **Celebrating Julia Donaldson Books** (Week 2) & **The Five Elements** (Week 3). Physical activity was promoted (e.g. 'Stop, Drop & Roll' Fire Safety sessions & Nature Walks around our spacious campus), as were numerous rejuvenating periods of meditation and relaxation (e.g. Ice Play & whole school movie sessions). Congratulations to the tireless Educators for producing such a joyful VCP! As always, I was very impressed with the support we received from parents who made an effort to send their child to school in theme-related costumes and those with children at home who utilised the activity suggestions shared by our Core Teachers and Miss Georgia. Please enjoy an overview of each VCP Day in this newsletter (my thanks to Luan & Lauren for the comprehensive compilation).

We are all looking forward to another action-packed term of learning, growth and discovery. **Term 3** is generally the part of the school year when children's appetite for learning, discovery and challenges increases. This is because they feel secure in their familiar school environment and have developed genuine, meaningful connections with both their Educators and peers. The teaching teams have devised experiences relating to provocations which have been sparked by the children's interests:

1R	<i>The Things We Love</i>	1E	<i>Earth and the Four Seasons</i>
2R	<i>What Can I Be?</i>	2E	<i>Natural Science and Sustainability</i>
3R	<i>Art and Literacy</i>	3E	<i>Earth, Our Planet</i>
4R	<i>The Living Planet</i>	4E	<i>The Wonderful World of S.T.E.A.M.</i>

All of these **provocations** and related learning experiences will continue to nurture every child individually. 'Everyone is unique. From our fingerprints to the way we learn, our uniqueness is what makes us different from everyone else.' (www.wabisablearning.com) For our ELS Educators, learning to complement the unique learning styles of their students is a challenge that we happily accept. Using differentiated learning strategies allows our Educators to cater to a students' individual needs. We deploy differentiated learning strategies to attempt to reach everyone in the class at the same time whilst still understanding that every child is on a different level AND that they are only 1...2...3...4 & 5 years old! Each teaching team will present a number of learning experiences to children in small groups each day. Children are separated into different groups based on their learning styles and related level of development. All children are encouraged to join us at school before 9am every day so that they have the opportunity to participate in the morning experiences whilst socialising with their peers. Pictured above: 4R's The Five Elements light table provocation

Principal's Message Continued...

By Mrs Kath Boyd

To minimise the number of visitors on our campus (COVID-19 Response) our talented Educators will be providing the **Specialist Lessons** over the upcoming weeks, in addition to the regular academic program.

Monday: Playball (each class)

Tuesday: Art (Mr. Kai)

Wednesday: Mandarin (Miss Chloe)

Thursday: Yoga or Drama (each class)

Friday: Music (Miss Allegra)

On behalf of all the staff at Reddam ELS Lindfield, I extend a huge thank you to you, our wonderful families, for all the support you have shown us during this strange time. The messages of support, offers of assistance and acts of kindness, including a very generous donation of Ear Thermometers by Jack & Ting (Hamish & Hayden's parents) have been greatly appreciated.

"I just wanted to reach out to say that I think you and the Reddam ELS Lindfield staff are doing a fantastic job in light of the current Covid outbreak. At no point have I held concerns about the well-being of either my daughter or son - when I drop them off each morning, I always feel that they will be safe and cared for by the staff and that all the necessary Covid checks and procedures are in place. My husband and I would not be able to manage our work requirements were the kids unable to attend school each week - we are very grateful that Reddam continues to operate and agree that it is a truly essential service. We also appreciate everything that you and the Educators have been doing to keep the school running with minimal disruption or fuss to the children. My daughter in particular had a fantastic time during the VCP and didn't miss a beat. I recognise that a lot of hard work goes on behind the scenes which often goes unnoticed, so I wanted to extend a big thank you on behalf of us both." (SF – Stage 1 & 4 Parent)

"Thank you so much for organising Google Meets sessions for our kids that are home. My son has been loving seeing his friends and teachers!" (YC – Stage 2 Parent)

"You are doing an amazing job throughout this crazy situation. The pick-up and drop-off changes have been very effective and are good for parent peace of mind. Thank you." (CL – Stage 1 & 4 Parent)

Over the next two weeks, parents (except those of children who have recently joined us) will be emailed their child's **Half-Yearly Progress Report**. Once you have read this report, you may like to book in a Google Meets **Parent / Teacher Meeting** with your child's Core Teacher. This will allow you to discuss the report in greater depth and provides our Core Teachers with insights into your own observations of your child at home. These are optional 15-minute meetings and will take place from Week 3. Parents will need to contact their child's Core Teachers directly to organise the online meeting time. I must congratulate the teaching teams on producing such comprehensive and professional student reports.

Wishing you all a wonderful weekend . . . enjoy the Winter sunshine! Pictured below: Henry, Rohan & Tylor (Stage 4) & Mr. Kai's Frog



Day 1: Mammals

By May & Pawnee

The theme for Week 1 of our June/July Vacation Care Program was **Animalia**, and Day 1 focused on **mammals**. During group times, we talked about what mammals are and what some of them look like. We discussed that mammals are born from their mother's womb, that can live in the water, air and the land. Some children already knew that mammals have hair to cover their bodies and they breathe through their lungs.

Books included *Mammals*, *Animals in the Farm* and *Ouch* by Ragnhild Scamell were read to introduce the children to the fact that there are mammals everywhere around them. Our art experience was inspired by a storybook about hedgehogs. The children used natural resources such as dried leaves to create quills for their own hedgehog. The leaves gave the artwork a three-dimensional effect and the children had so much fun decorating the body of hedgehog pictures with those materials.

A matching game activity introduced the children to mammals and their babies. Stage 1 identified the names of mammals through pictures while Stages 2, 3 and 4 matched mother animals with their baby. The children practised the names of baby animals which are sometimes different from their adult names - for example, a baby hedgehog is called a 'hoglet'... how adorable! The children also investigated the variety of habitats that mammals live in, including farms, the land, sea, deserts and the African savanna.

Sensory play was fun as the children created hedgehogs from playdough and matchsticks. The children rolled balls as the body and added as many quills as possible to create their little creature. What an educational, cheerful day!



Day 1: Mammals



Day 1: Mammals



Day 2: Birds

By Doris & Carina

We had a fantastic day today learning about **birds!** We took our minds to the sky to learn about our feathered friends through song and dance, fabulous artworks, story books as well as digital learning to amplify the children's engagement. In our group times we discussed what features a bird has, including feathers and beaks, and that they are egg laying vertebrates. Our experiences varied between the younger and older stages to ensure activities were age appropriate.

The children from Stages 1 and 2 were invited to engage with bird themed sensory play, a unique artwork, and to investigate the wildlife in our own backyard. The sensory play included pom poms, feathers, eggs, miniature birds, and paper hay for the children to explore. The children in these age groups were invited to create a painting using feathers and were excited when feeling the silky feather wet with paint. During the group time, the children read the books *The Nest* by Chris Baines and *Mr McGee and the Perfect Nest* by Pamela Allen, while they had an opportunity to observe a real bird's nest which was found in our backyard area.

Stages 3 and 4 had the opportunity to engage in a fine-motor sensory activity, a colourful artwork and listen to native Australian bird calls. Our 'bird sweep activity' invited the children to dust away birdseed to find images of birds hidden beneath. Our artwork differed slightly in each class, but every child used contact paper, natural leaves and petals to create a beautiful, nature inspired piece. The children also used a 'peekaboo wheel' to build their understanding of the life-cycle of birds. The children identified different native birds of Australia that we see around the school, then using the iPads, each class listened to native bird calls and read a variety of bird-themed books including *The Cocky*, *The Crow and the Hawk* by Christine Nicholls and *Owl Babies* by Martin Wardell.

Overall the day was a 'Hoot!'



Day 2: Birds



Day 2: Birds



Day 3: Fish

By Suki & Georgia

Today our children focused on **fish** and further extended their investigations to other sea creatures. Stages 1 & 2 had a wonderful time engaging in various fish-related experiences. First of all, they investigated the living habitat of fish by touching water, feeling stones and coral. They were curious and enthusiastic participants when they identified different types of fish and sea creatures. The artwork of the day invited the children to construct a jellyfish made from a paper plate and tissue paper, thus enhancing their imagination and creativity. During group time, the children sat together to listen to books including *The Rainbow Fish* by Marcus Pfister, *One Lonely Fish* and *The Fish and The Cat*. The children sang familiar songs such as *Slippery Fish* and *Baby Shark*. Overall, the children in Stages 1 & 2 were confident and engaged learners during their fishy investigations.

Stages 3 and 4 enjoyed a variety of fish experiences too. Firstly, the children engaged their senses by exploring an icy-ocean small-world. Inside the ice were a variety of fish and ocean animals, and the children used their hands and utensils to investigate the ice. Some even turned this experience into a scientific one by adding salt to the ice and watching it crystallise. They were amazed to see that this sped up the process of the ice melting as well.

Our literacy experience invited the children to listen to *The Rainbow Fish* written by Marcus Pfister. There was a lot of discussion around the themes of the story such as sharing and being kind to others. The children then participated in sensory and creative art experiences, using playdough that could be moulded into the shape of a fish and different textures to create beautiful, rainbow scales. Our creative experience invited the children to create their own rainbow fish using a paper plate, colourful cellophane and sparkly glitter.

We had a wonderful day learning about sea creatures and the magic of the ocean.



Day 3: Fish



Day 3: Fish



Day 4: Amphibians

By Manoela & Kai

Today we focused on **amphibians**, and discussed what they are, where they live and what they eat. Amphibians are small vertebrates that need water, or a moist environment, to survive. The species in this group include frogs, toads, salamanders, and newts. All can breath and absorb water through their very thin skin. To warn potential predators, the most toxic amphibians are also the most brightly coloured. Curare [kyoo-RAW-ree], for example, is found on the skin of colourful poison dart frogs.

Another special feature of most amphibians is their egg-larva-adult life cycle. The larvae are aquatic and free-swimming - frogs and toads at this stage are called tadpoles. At a certain size, the young develop limbs and lungs. Some also lose their tails. Eventually, they hop or climb out of the water as adults, and spend the rest of their lives on land. This process is known as metamorphosis. Like reptiles, amphibians are cold-blooded. Because of their special skin, they require very specific living conditions. Too much sun can damage their cells and too much wind can dry their skin and dehydrate the animal.

Stage 1 and 2 were invited to explore a frog's world with experiences including art, sensory play and water play. The children created a fabulous frog using their own handprint (covered in green paint) and then adding googly eyes. Green slime was available, enhancing manipulative skills and the children were really engaged in the experience. A sensory water play experience simulated a frog pond. It contained water, food colouring, lily pads and some plastic frogs. This allowed the children to have a better understanding of a frogs' habitat and use their creativity to play. The book *Who am I?* was also read in Stages 1 & 2.

The Stage 3 and 4 children thoroughly enjoyed the creative experience offered today. They made their own frog toys and discussed how frogs catch their food. Mr. Kai even brought a real frog to school to show the children, it was so small and timid! This allowed us to learn about the habit and ecology of frogs through observation. Days such as these guide children to respect different species.



Day 4: Amphibians



Day 4: Amphibians



Day 5: Reptiles

By Intisar & Priya

Today the children in each class learnt about many aspects of a **reptile's** life, including: habitat, physical features, behaviours, senses, movement and life-cycle. We discussed that reptiles have lived on Earth for more than 280 million years. Over the years, many species of reptiles including the dinosaurs have become extinct. There are many species of living reptiles, including snakes, lizards, turtles, alligators and crocodiles that still inhabit our planet today. Snakes and lizards live on land, in trees, in underground tunnels, even in water. Most turtles live in water, but they do spend some time on land when they are laying their eggs on the beach. Tortoises live only on land and some can live for over 150 years. Alligators and crocodiles spend most of their time in the water, but they can make short trips on land and can move quite quickly.

The children learnt that reptiles are cold-blooded animals. This means that their body temperature changes when the temperature around them changes. Because of this, most reptiles are inactive during the winter and take part in an activity known as hibernation. However, some are inactive during parts of the summer, and this is known as estivation.

In Stages 1 & 2, the children were invited to the table to engage with a sensory tray filled with plastic reptiles, expanding their knowledge of their physical features. The creative experiences invited the children to create their own turtle using a paper plate, paint and coloured paper cut into the shape of a turtle's head, tail and legs. The children also painted alligator skin using bubble wrap and green paint to enhance their understanding and intuitive awareness of alligators. The children had a lot of fun today, demonstrating a lot of interest in the various types of reptiles.

In Stages 3 and 4, the children were fascinated by the snakes and lizards displayed around their classrooms. During our group times we discussed what children already know about reptiles then enhanced our knowledge further with fun facts on what we did not know. We discussed that reptiles are cold blooded and they are covered in scales. The children discovered that reptiles evolved from amphibians and there are very few plant-eating reptiles.

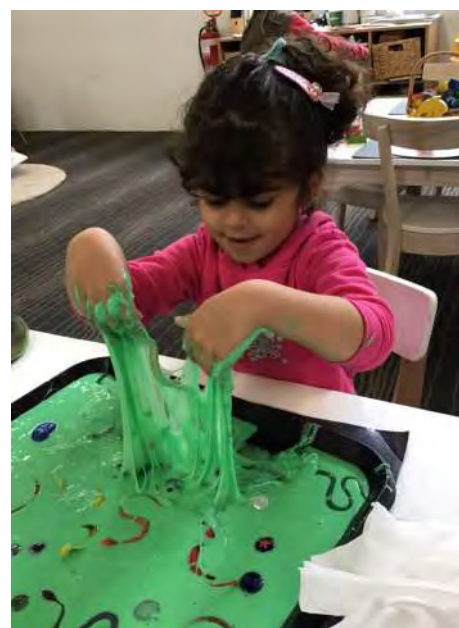
The children then engaged with some green slime sensory play, enjoying the feeling of it running through their fingers. The creative experiences invited the children to create their own mini sea turtles using a paper plate and coloured tissue paper. What a fantastic day, the children made discoveries about reptiles through various activities and created some marvellous artworks.



Day 5: Reptiles



Day 5: Reptiles



Week 2: Celebrating Julia Donaldson Books

Day 6: The Gruffalo

By Indi & Luan

"He has terrible tusks, and terrible claws, and terrible teeth in his terrible jaws. He's the Gruffalo!"

During Week 2 of our VCP we celebrated **Julia Donaldson's books**. The first whimsical story was the very popular **The Gruffalo**. During the group times, our wonderful Educators in Stage 1 and 2 used finger puppets to bring the characters of the story to life. Using puppets during literacy experiences is a great way to captivate and engage children's attention to the context of the story. It also allows the children to see the character's of the story from different perspectives which can promote the development of empathy, social behaviours and conversation skills. After our dramatic puppet experience we sang The Gruffalo Song. The children absolutely loved singing along to this song and throughout the day continued to chant and create movements to accompany the words.

It was then time for Stages 1 and 2 to make their own special Gruffalo Crumble inspired by the main character Mouse's successful attempt to save himself and scare away the Gruffalo. For our crumble we carefully followed a recipe to accurately measure out sultanas, oats, rice krispies, allergy safe chocolate (nut and dairy free), golden syrup and our favourite ingredient... SPRINKLES! Our little friends had so much fun making and eating their delicious crumble and were very pleased with the end result.

For our table experiences, Stages 2, 3 and 4 created their own Gruffalo face masks using a paper plate and facial features cut out from paper. The children loved showing off their creations with some even trying out their mask with some huge Gruffalo feet! For our sensory experience, all the children created their own Gruffalo monster using brown coffee and vanilla scented playdough, buttons and match sticks. The children loved moulding, rolling and making balls with the playdough and creating monsters of different shapes and sizes.

As a special treat, Stage 3 and 4 joined together in the projector room to watch the animated Gruffalo movie. Our little friends were treated to a gold class experience with complimentary popcorn on arrival. The children had the best time and continued to smile and laugh throughout the entire film.



Day 6: The Gruffalo



Day 6: The Gruffalo



Day 7: The Snail and the Whale

By Tracey & Rebecca

"Being small does not stop you from achieving great things, if only you have the will and persistence to achieve them."

Our book of the day was **The Snail and the Whale** - a delightful tale of adventure and friendship. It is a story about one little snail who longs to see the world and hitches a lift on the tail of an enormous whale. Together they go on an amazing journey, past icebergs and volcanoes, sharks and penguins, and the little snail feels so small in the vastness of the world. But when disaster strikes and the whale is beached in a bay, it's the tiny snail's big plan that saves the day. This demonstrates that friendships come in all shapes and sizes.

For our sensory experiences, Stages 1 and 2 were invited to investigate an ocean sensory tray with miniature sea animals. They further developed their understanding of the habitat of fish and enhanced their fine-motor skills by picking up the fish and sliding them around in the tray. The Stage 2 children were challenged to participate in the clean-up of the polluted oceans by using tongs to pick rubbish and plastic out of a tray. This activity helped the children develop their fine-motor skills as well as hand-eye coordination skills. It also encouraged them to be good stewards and care for the world we live in. Stage 1 were invited to create their very own snail using pom poms to paint onto the spiral pre-cut paper plates. They then added pipe cleaners to make the snail's antenna.

In Stage 2, the children were encouraged to create a big blue whale by using glue then adding tissue paper and googly eyes onto a paper plate. Sequentially, they were invited to participate in a STEM activity - rescuing sea creatures from ice with salt and warm water. The children discussed how the ice affected the sea animals. It also allowed them to use their senses and explore the sensation of the chilly ice, whilst also offering them the opportunity to explore how to remove the animals from their frozen prisons. The children further employed mathematical skills when taking part in this activity, discussing the differences between liquids and solids with their Educators and peers.

In Stages 3 and 4, the children were invited to make their own snail using coloured paper, pencils and wool. They decorated their snail shells by drawing a spiral and many children impressed us with their neat pencil work. The children were very focused and precise during this activity and made beautiful artworks. This activity helped the children develop their fine motor skills and hand-eye coordination skills. The sensory experiences included manipulating a Snail Sensory Tray containing water beads, foil, sand and animal figurines; a numeracy activity with various shells and loose parts for the children to create mandalas, and green playdough with CD discs, rolling pins and other items to manipulate and create their own snails. The children used their imagination whilst picking up fish and sliding them around in the tray.



Day 7: The Snail and the Whale



Day 7: The Snail and the Whale



Day 8: Sharing a Shell

By Suki & Georgia

By engaging in the many seashell-related experiences on this day, the children in Stages 1 and 2 enhanced their sensory development through touching seashells, feeling the textures and observing the patterns. The various miniature sea animals which included whales, sharks and turtles enhanced their interest in sea creatures. Furthermore, the matching game of seashells allowed them to view a variety of different types of seashells and improve their problem-solving skills and concentration. During the art experience, the children had an opportunity to decorate their own seashell using different materials. Imagination and creativity was used to print the seashells with different coloured paint and glitter.

Stages 3 and 4 also completed a variety of learning experiences which focused on shells and the ocean. Our literacy experience involved reading ***Sharing a Shell*** written by Julia Donaldson. This book follows a variety of sea creatures looking for a new shell-home. Coincidentally, they all find one perfect shell and must learn to live with one another by sharing their homely space. This book provided a beautiful example of diversity and the importance of sharing for the children.

To extend upon this, the children also explored a sensory small world of an ocean. The small world included blue kinetic sand, a variety of shells and sea animals. The children were encouraged to use their dramatic play skills as well as their imagination to role-play the perspective of fish. To introduce literacy into this experience, the children were also invited to create the shape of differing letters using the shells provided.

Our artistic experience invited the children to paint and collage paper cut-outs of shells. The children utilised the colours of the ocean as well as the colours shown in *Sharing a Shell* to paint their shells. As they painted, the children were encouraged to consider their previous experiences at the beach and what type of shells or sea animals they have seen before.

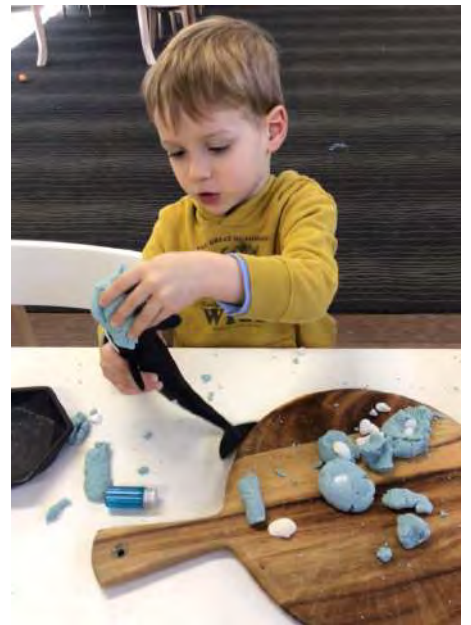
We had a wonderful day focusing on *Sharing a Shell* and extending upon this through sensory, literacy and numeracy experiences!



Day 8: Sharing a Shell



Day 8: Sharing a Shell



Day 9: The Smartest Giant in Town

By Manoela & Kai

Today we celebrated Julia Donaldson by reading ***The Smartest Giant in Town***. This story features George the friendly giant. After buying himself some new clothes, he walks home and meets some new friends along the way. He generously gives each of the animals an item of clothing to help with their situations. This is a beautiful story of kindness, compassion and empathy... values that are really important in life.

Stages 1 and 2 were invited to participate in decorating a crown like the one the animals give to George to say thank you in the story. Enhancing their cognitive and memory skills, a matching game was provided, where the children were encouraged to match images which related to the storybook. A sensory tray was also facilitated where the children were invited to find the giant clothes that were hidden under a mixture of grains. The children used their hands and sensory skills to manipulate the grains, scooping them and digging with their fingers.

Stages 3 and 4 were also invited to construct their own crowns by folding origami paper into triangular shapes to staple together. This activity allowed the children to continue with their interest in paper folding and challenged their fine-motor skills. Throughout the day the children had lots of fun dressing up in a variety of costumes to explore different types of outfits, and participated in a game where they helped find George's items of clothing including his shirt, pants, tie, socks, belt and shoes. It was lovely to hear the children discuss the themes of the storybook during their play, especially about the importance of being kind to others.



Day 9: The Smartest Giant in Town



Day 9: The Smartest Giant in Town



Day 10: A Squash and a Squeeze

By Lizzie & Margaret

We all enjoyed the beautifully illustrated story of **A Squash and a Squeeze** by Julia Donaldson. This is an engaging story about an old lady who thinks her house is too small and asks the advice of an old man. His advice sees her taking into her house, a chicken, a goat, a pig and a cow. The old lady then asks again for advice to improve her surroundings and this encourages her to move the animals out. We all should be grateful for what we have.

From this story, we expanded children's knowledge/learning of farm animals in our activities. We talked about the life cycle of a chicken using a chart and cards, the process of making cheese, and our creative experience invited the children to decorate a farmhouse.

Our Stage 3 and 4 children decorated an old cardboard box and transformed it into a farmhouse as well using paint, paddle pop sticks, bark, and recycled paper. At the sensory table the children could smell freshly cut grass and feel the texture of mud to represent life on a farm. Then a video was shown about the slow process of making cheese for the children to watch.

Outside we had fun playing with a parachute, taking turns to run under it as it was raised high in the air. We joined together holding the edge of the parachute, counting to three, lifting it up for them to run underneath for a squash and a squeeze, and lots of laughs.



Day 10: A Squash and a Squeeze



Day 10: A Squash and a Squeeze



Week 3: The Five Elements

Day 11: Water

By Sharon & Vivian

During Week 3 of our VCP we focused on the **5 Elements** and started with **water**. It was an exciting day as water play is always very popular amongst the children.

Firstly, the children from Stages 1 and 2 were invited to explore water by engaging with a 'Sink or Float' experience with items which they found in their classroom environment. Some were so keen to participate in this experiment that they tried to put all the items into the water at once! The manipulation table was set up with a tray of water and some jar lid boats. All the children were excited to observe how the jar lid boats could float on water. Some even experimented with their boats (and Educators) on the rain puddles in the outdoor spaces.

At the art table, children engaged in a colourful, ice cube painting activity. They enjoyed looking at the ice cube melting while swirling it over a piece of paper, and observed the different colours blend into a secondary colour. Another artwork was created with water balloons and paint! Some children wanted to pat the water balloon onto paper as they thought it was a ball. Some enjoyed squeezing the balloon to see how it could change shape. Through these two artwork experiences, children had a chance to further develop their creativity skills and explored their sense of touch.

Our Stage 3 and 4 children were engaged in an oil and water experiment, where they were invited to use pipettes to drop the different coloured oil into a jar of water. This activity showed the children that some liquids will not mix together because they have different weights and density. The children enjoyed observing the water floating in the oil. We also provided recycled boat materials to sail in the water made out of pop sticks and jar lids. The children found out the boat would sink if the boat was filled with water.

Our book of the day was *Heather Fell in the Water* by Doug MacLeod. In this story, a little girl who managed to fall in water wherever she went. She would fall in puddles, ponds, water troughs and fountains. When she began her swimming lessons she was nervous because she thought the water didn't like her. But she soon realised that the water just wanted to play with her, so she put on her floaties and started swimming with confidence. This story led us to discuss swimming lessons and that learning to swim is a very important life skill, especially when living in Australia.

The children always love painting with watercolours, so we added oil pastels and salt to the mix and it made our artwork even more exciting. They simply drew wavy lines across their paper using a white oil pastel then they painted a blue watercolour on top. Before the paint dried, we sprinkled some salt over the paper. As the paint dried, really cool designs appeared in our paint. The children were amazed how the oil pastel drawings resisted the watercolour paint.



Day 11: Water



Day 11: Water



Day 12: Earth

By Mia & Connie

“Look deep into nature, and then you will understand everything better.” (Albert Einstein)

What a relaxing and incredible day! Today we talked about our **Earth** and took a deep breath to appreciate the natural beauty we are living in. We started our day with a slow and enjoyable natural walk around our campus. What is more relaxing than listening to the native bird calls, enjoying the sun and chilly breeze in the morning? Our little friends likely build positive attachments and respectful relationships with the world through natural affiliation and planting activity with significant adults who share interests in nature with them. Discussing the Earth and lives within it with Educators and peers is one of the “real-world projects” that provide opportunities for children to engage in life processes, explore human-nature relationships, address environmental issues and strengthen their healthy growth and social development (Elliot, 2015).

During our group time, the children in Stages 1 and 2 gathered to explore growing ‘Microgreens’ with a clean process called hydroponics. We filled the water in the transparent container and planted seeds on the tray. Hopefully with a little sunshine we will see some green buds growing. The children were attentive listening to the instructions and amazing with the new process of growing Microgreen from seeds. They developed their dispositions of learning such as curiosity, confidence, cooperation, and observation. Furthermore, the children built their understanding of the life cycle of plants. Our Stage 3 and 4 children engaged in a hands-on experience in which they spread blue and green icing on biscuits. This frosting activity enhanced children’s symbolic thinking as those biscuits represented Earth from space view.

During the shared-reading experience, Stages 1 and 2 children read a book called *ABC Earth-Friendly Me* by Christiane Engel. This book guided us about simple activities that we can do daily to help our environment. Our Stage 3 and 4 friends read informative books called *100 facts Planet Earth* and *100 facts Extreme Earth*. Reading different text genres can build a strong foundation for differentiation between narrative text (fictional) and informative text (non-fictional), and their purposes due to different genres reflect differences in texts, format, structure, language and content that vary according to the book’s purpose (Duke & Purcell-Gates, 2003).

On the provocation tables, the Stage 1 and 2 children were invited to join a sensory experience in which planet Earth was represented in white, green and blue slime. These colours created a miniature world in which our humans and animals are living harmoniously. The children manipulated the slimy texture as they pulled, cut, and squeezed. This activity also scaffolded last week’s discussion about animals on land and marine animals.

Our Stage 3 and 4 children were engaged in an experiment in which they used pipettes and dropped blue and green water on circular cotton pads. They were also invited to make an Earth painting using mixed materials that were blue and green. The children in Stage 1 and 2 then engaged in a creative art experience in which they had the opportunity to dip a brush into blue and green shaving cream and paint onto a paper plate. They created an Earth from space view that built the foundation of their symbolic thinking.

Together let’s reduce our footprint on Earth!



Day 12: Earth



Day 12: Earth



Day 13: Fire

By Heather & Allegra

Nee-Naw, Nee-Naw!

Firemen were on alert today as the children across all stages investigated some of the features of **fire**. We had a loud and busy day enjoying some dramatic role-play, exploring our artistic sides along with tempting our senses. The day started with the children making their very own Firefighters' Helmet. Our little friends delighted in their efforts of covering their paper plates with bright red paint, some much more than others. There were some spectacular helmets on display this afternoon. To compliment the helmets the children got to practise extinguishing some fires with some hoses. This was of course after they had practised the fire safety song of 'Stop, Drop and Roll'. The children rolled all over the room practising what to do in a real fire. This was followed by some very loud and bouncy renditions of *Hurry! Hurry! Drive the Firetruck*, the children always love a great action song. There were many firefighters pretending to 'ding' the bell and climb ladders... a super sight to see. For those who enjoy sensory experiences, there were fire sensory bags to squish and squash. The children poked and prodded the bags, mixing the colours to produce their own bag of fire. There were many amazing, colourful bags!

Stages 3 and 4 had a wonderful time exploring the element of fire. We incorporated many fun activities and games alongside emphasising the importance of fire safety at our school and in the home. We read some stories about the important firefighters (both men and women) and discussed their roles in our community. We discussed the importance of understanding our Australian climate, how prone it is to bushfires in the Summer, and what precautions we should take in order to stay safe.

To incorporate some physical and dramatic learning we played a game based around the 'Stop, Drop and Roll' fire drill. We attached small felt fires to the children and got them to Stop, Drop and Roll on the part of their body that had 'caught fire'! Not only did the children enjoy rolling around with each other but the physical implementation of such a drill was very beneficial for them. The children let their inner sparks fly by creating some beautiful campfire artworks! After painting their hands a gradient of red, yellow and orange, the children stamped their hands on top of some 'wooden logs' to create a vibrant fire. The children loved the feeling of the paintbrush over their hands and were very satisfied with their safe, handmade fires.



Day 13: Fire



Day 13: Fire



Day 14: Air

By Indi & Rebecca

The children had a spectacular day today learning about the element - **air**. The day consisted of many creative, scientific and mathematical explorations and experiences that really blew us all away. During group times, Educators read captivating stories including *Bubble Trouble* by Margaret Mahy and *Ollie and the Wind* by Ronnojoy Ghosh. These stories allowed us to discuss various topics including wind currents and how bubbles are formed. For our scientific explorations, the Stage 1 and 2 children participated in a feather blowing competition. Each child was given a straw and a feather, and were required to use their own breath to blow the feather to see how far it could go. Our little friends experimented using short straws, long straws, big feathers, small feathers and differences between indoor and outdoor environments. It was so much fun blowing and chasing the feathers we had blown away. Using this same concept, our Stage 2 friends used their own blowing technique and a short straw to sail their own foil boats. The children loved making their boats into speed boats by blowing as forcefully as they possibly could. Stage 1 and 2 children got their creative juices flowing when making their own rainbow windsock using cardboard tubes, rainbow confetti and streamers. The children first completely coated their cardboard tubes with PVA glue and used a rolling technique to stick the confetti to the tube. Our little friends were so proud of their creations and were so excited to see how they worked outside in the wind.

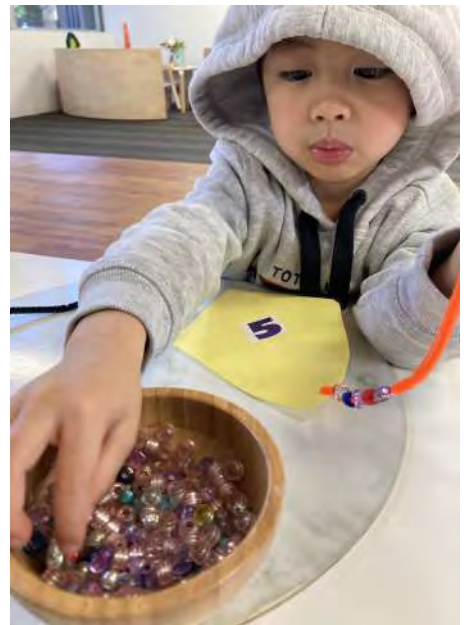
Stages 3 and 4 also engaged in a sensory scientific exploration using bubble wrap, water, paper fans and foam boats. Our friends loved the sensation of popping each bubble on the bubble wrap with some attempting to pop every single one by the end of the day. Stages 3 and 4 also showed off their creative skills when making and decorating their own paper airplanes using origami techniques. The children thoroughly enjoyed gluing confetti onto the airplanes to make them extra special and unique. They loved their airplanes even more when they were able to fly them around outside with their friends! For a numeracy experience, the children practised their counting and sorting skills by threading beads onto their own kite strings. Each kite had numbers between 1 and 10 with a pipe cleaner string attached. The children demonstrated their counting skills and even some decided to count well beyond the number 10 using beads. Many children also used the beads to decorate the kites and continued to hold and run around with them for the entire day.



Day 14: Air



Day 14: Air



Day 15: Aether

By Doris & Carina

Today the children became little scientists and explored the element **aether**. This is the material that fills the region of the universe above the terrestrial sphere.

The children from Stages 1 and 2 expressed themselves as curious and confident learners and were thrilled to engage in a range of science experiments. Specifically, the children explored sound transmission by speaking to their peers through a paper cup phone. They were delighted to hear each other's voices from a distance. Additionally, they used their initiative to explore which objects could float and which ones sank, whilst having a lot of fun with water play.

The children were then invited to participate in a milk and food colouring experiment. They dipped a toothpick into a dishwashing liquid and then into a container filled with milk and some drops of food colouring. Next, we observed the surface tension that was created as the milk and food colouring created swirling patterns.

To develop the children's early literacy skills and intrigue their curiosity, we read *Who Sank the Boat* by Pamela Allen. The story introduced the concept of weight and balance as farm animals sat in a boat one-by-one, until the weight was too much and the boat sank.

In Stages 3 and 4, the children engaged with watercolour painting using pipettes to drop the colours vertically on paper, creating a rainfall effect. The children enjoyed watching the colours blend into each other to make secondary colours. Numeracy was promoted when the children stuck paper clips to magnetic popsicle sticks as they practised their one-to-one correspondence and rote counting.

To investigate the spiritual meaning of **aether**, we read *The Mist Monster* by Kirsti Beautyman, which told the story of a young girl and the friendship she forms with an imaginary forest creature.

What a magical day to conclude our June/July Vacation Care Program!



Day 15: Aether



Day 15: Aether



Happy Birthday!

A very happy birthday to our children who are celebrating/have celebrated their special day this month. We wish you all the best!



28/06 - Grace (3E)



06/07 - Ethan (1E)



09/07 - Olivia (2R)



09/07 - William (4R)

Happy Birthday!



12/07 - Aiden (1E)



20/07 - Grace (1E)



23/07 - Mila (4E)



25/07 - Liam (2E)

Congratulations!

The Reddam ELS Lindfield community grows wider! Best wishes to the Sew Hoy Family who just welcomed a new baby into the world.



**Susie, Cam and Charlotte (3E) welcomed
baby Isobelle on 12/07**