



REDDAM
ELS

30th July 2021

REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

Principal's Message

By Mrs Kath Boyd

Dear Parents,

Even though much is happening across Sydney, Australia and the entire globe...our school continues to be a peaceful, happy and safe environment for the children and staff. Thank you to all those families who have stayed connected with us through the daily online sessions.

The Core Teachers have completed their Half-Yearly Assessments and Reports, and the increasing **independence** of all our children is apparent. As children grow and develop they become more able to do things for themselves, to express themselves and to explore their world independently.

Each week, the teaching teams strive to provide stimulating, varied natural resources on the provocation tables and in the numerous outdoor areas. The mud kitchens and sandpits have been very popular attractions. I have been observing children, who recently would not leave the arms of their Educators, now confidently investigating the learning spaces and having genuine connections with other children of varying ages. It has been delightful to witness. *Pictured above: Joel & Rory (1R) and Gaby (1E) * Please note the UV levels were below 3 on this wintery day, so the children were not required to wear hats.*

"Humans are fundamentally social creatures who live in families and communities and actively seek connections with others." (L. Touhill – 2013)

Considering this, one of our key roles as Early Childhood Educators is to help children to relate to others in positive and collaborative ways. This emphasis on connection is strongly reflected in both the Early Years Learning Framework (EYLF) and the National Quality Standard (NQS). Alongside this sense of togetherness it is also important to help children develop a sense of themselves as individuals — with their own skills, strengths, likes and dislikes.

If we place 'independence' within the wider context of community, then we help children to recognise the value of thinking about yourself as well as others. Then they can begin to understand the responsibilities that go with being an individual and a member of a wider society.

Why does independence matter? Independence contributes to the development of self-esteem, identity and wellbeing. Doing something for yourself produces a powerful sense of achievement and success. 'When children have opportunities to make choices, to attempt tasks for themselves, and to take on increasing responsibilities, their sense of themselves as competent members of society grows.' (www.earlychildhoodaustralia.org.au)

We have a sense of 'agency' when we feel in control of things that happen around us; when we feel that we can influence events. This is an important sense for children to develop. Too often adults treat children as though they are incapable of making decisions or holding valid opinions. If instead we listen to and respect children's words and ideas, we model collaboration and cooperation and show that we recognise children's capabilities.

Next week, all classes will be celebrating the 2021 National Aboriginal and Torres Strait Islander Children's Day on Wednesday. The theme this year is **Proud in culture, strong in spirit.**

Message from Veronika Roth (4R Core Teacher)

"Dear Reddam ELS Families, I have just watched this [TED Talk](#) ... of a 7-year old Australian girl emphasising the importance of connection during the early years! I feel inspired, stunned and proud...please enjoy!"

Wishing you all a warm, safe weekend!

Pictured below: Jasper and Hudson (3E).



“Let the world hear you roar!” (Anonymous)

Welcome to Term 3. This term we will be focusing on **The Things that We Love**. The teachers of 1R have created this provocation by completing observations of each child. This allows us to evaluate what the children are interested in. We began Term 3 with a focus on *Dinosaurs*. Across the week the children of 1R became dinosaurs as they roared and stomped their feet.

As we began to explore the world of dinosaurs, the children were introduced to a sensory experience which included hay, authentic grass and dinosaur figurines for the children to manipulate and explore. The children even participated in pretend play when exploring this sensory experience, becoming dinosaur friends. We also incorporated another sensory experience, which focused on dinosaurs and their eggs.

As well as our sensory experiences, the children were also invited to explore the concept of dinosaurs through creative expression. After dipping the dinosaur figurine's feet into coloured paint, the children then walked their dinosaurs across the paper. The children were fascinated by the different marks which were created.

In order to foster the children's ability to take on roles in pretend play, they were invited to become dinosaur rescue workers! The children used pipettes to squirt white vinegar onto a layer of iced baking soda where the dinosaurs were unfortunately trapped. As the children engaged in this experience, they could hear the fizzing sound and became very focused on the bubbles that were popping in the container. Eventually the dinosaurs were rescued. Good job Stage 1R!

To incorporate recycling and environmental awareness, as well as promote the children's ability to collaborate, the children joined together to create a large dinosaur 3D collage. The children also experimented with Dinosaur Bone Art, which fostered the children's fine motor skills as well as their creativity. This offered the opportunity to observe the shape of the dinosaur, which has been developed by palaeontologists through the findings of dinosaur skeletons.

To assist with the children's cognitive and problem solving skills, as a group the children joined together and participated in a dinosaur matching game. This experience offered the children the opportunity to identify the similarities and differences between two sets of pictures.

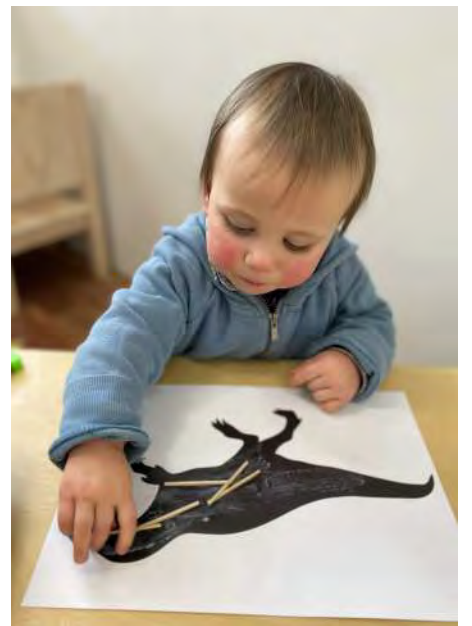
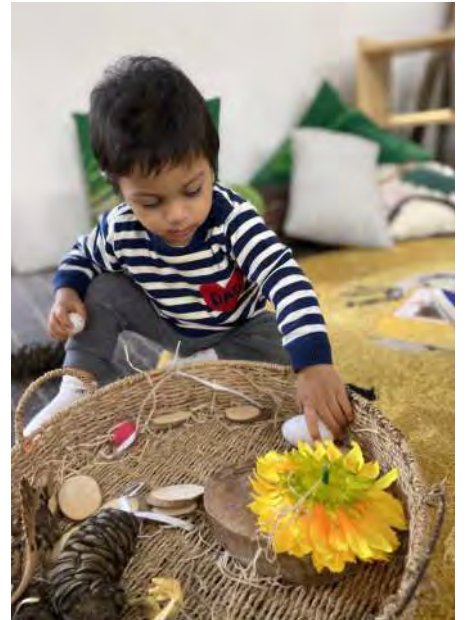
Next week we will be focusing on **Cars** - Transportation on Land.

Have a lovely weekend!

Natalie & Doris



Stage 1R: Roaring Dinosaurs



“Kindness is like snow, it beautifies everything it touches.” (Kahlil Gibran)

A warm welcome to all our lovely Reddam families for another fun and exciting term learning about **Earth and the Four Seasons**. This term we will focus on the natural environment and the different seasons our Earth experiences. This also provides an opportunity to encourage children to show respect, care and appreciation to the natural world and become aware of how this can impact their own physical health and well-being. Our first week was full of exploration and discovery as the children developed an awareness of human activity on environments and the interdependence of living things. This focus will focus on the concepts of ‘Being’ and ‘Becoming’ to encourage children to become active contributors to their world.

We started the first week of Term 3 exploring **Winter**, which invited the children to understand more about the current weather they are experiencing. Discovering knowledge about the current season will also help the children to understand the changes in their environment and the appropriate clothing and accessories that they need to wear to protect themselves. This was extended by reading books that focused on the beauty of winter, which included illustrations of characters wearing winter clothes, lively friendships, the plight of animals during winter and the danger of slippery frosted ice. Children were fascinated by each story, which also aimed to foster their early literacy skills and develop their empathy skills towards their friends.

In order to focus on the children's sensory skills and invite them to extend upon their imagination, a variety of sensory trays were prepared which focused on the season of Winter. It has been a delight to see the 1E children exploring their symbolic and imaginative skills through these displays. Sensory trays can support children's language development, cognitive growth, fine and gross motor skills, problem solving skills, and communication skills.

Our creative experience this week invited the children to use blue and white paints and recycled bottles to make snowflake stamps. The bottom of the bottle created the shape of the snowflake, which developed our children's imagination and symbolic thinking. They also identified the colours and practiced their fine motor skills when holding the bottle to make the stamps. Overall, they took turns and engaged beautifully in their creative learning.

This term's aim is to let the children connect with the world they live in and we hope to continue to give them a sense of awareness of themselves including an understanding of all the changes which occur in their surroundings.

Thank you all for taking the time to read and enjoy this week's school's experiences both in the classroom and online learning!

Charity, Heather, Fatima, May and Suki



Stage 1E: Winter Wonderland



“Dinosaurs may be extinct from the face of the planet, but they are alive and well in our imaginations.” (Steve Miller)

The fun and interesting topic of Dinosaurs invites children to develop their dispositions for learning. During their time, the dinosaurs were magnificent and therefore it is almost impossible not to be curious about them. We began Term 3 with an aim to know more about these fascinating creatures and extend upon the children's interests. Our provocation for Term 3 is called **'What Can I Be?'** and Week 1 focused on **Palaeontologists** and **Dinosaurs**.

Throughout the week a variety of sensory experiences encouraged the children of 2R to engage in 'Dino Play,' which can foster key developmental skills including confidence in STEAM (Science, Technology, Engineering, Arts and Maths). Children enjoyed a variety of learning experiences such as water bead dinosaur nests which invited the children to challenge their fine motor skills as they opened up plastic Dino eggs to find a playful surprise. As well as this, the children also created a baking soda and vinegar volcano! This allowed the children to understand the concept of a chemical reaction and tested the children's trial and error skills as they experimented with how the volcano eruption was different, based on the changed amount of ingredients. By creating a lemon volcano experiment, the children were provided with an opportunity to mix several ingredients to create a volcano. This initiated a great way to talk about predictions – a crucial element of all science experiments!

The children also manipulated the natural materials provided in their Dino small world play. The children created a variety of their own Dino landscapes which provided tactile and sensory stimulation and encouraged creativity. Our Art experience of the week involved the children creating spatula dinosaurs.

Our frozen Dino Eggs sensory experience invited the children to experiment with different materials to melt icy Dino Eggs. This engaged their problem solving skills in order to assist the baby dinosaurs hatch from the eggs. The class was particularly amazed about Ankylosaurus' clubbed tail. We made a clubbed tail and used this to try to knock over a tower. The children were encouraged to observe how the Ankylosaurus had a very powerful swing in order to protect themselves from predators.

We hope that our investigations of these incredible creatures increase the children's knowledge 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. We learnt that we don't know everything about our world and we are still learning and exploring!

Sara, Manoela and Vivian



Stage 2R: All Mighty Dinosaurs



“Nature holds the key to our aesthetic, intellectual, cognitive and even spiritual satisfaction.” (E. O. Wilson)

Welcome to Term 3! We are so excited to begin our provocation of Term 3, **Natural Science and Sustainability**. Our world is made up of the human-made and natural environment, and these contexts provide countless jumping-off points for our children to explore and develop scientific inquiry skills. Natural Science is achieved through the creation of environments that foster the “transfer” of scientific information and knowledge to children’s thinking. Along with sustainable resources such as a piece of wood, cardboard, or reusable plastic disguised as a ramp, or a mixture of dirt, leaves, and bugs, we can continue to support a broad set of learning goals while providing children with engaging and developmentally appropriate science activities that are set within children’s everyday experiences and environments.

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. This week our learning experiences focused on living things, plants, and minibeasts in our home and school garden. We daily revisited our Microgreen seedlings, observed the growth and changes of seed germination, and took great care to nurture them. Excitedly, we found a caterpillar in our garden which offered our little scientists a marvellous time to observe its body parts, movement, and eating habits. Our observational learners could not take their eyes off the wonderful caterpillar. What a phenomenal learning experience nature offered us!

Furthermore, taking a nature walk and trying to observe and investigate different types of plants, insects, and animals enhanced our little friends’ sense of wonder and curiosity, observational skills, and questioning skills. Sensory play involving nature and sustainable resources was highly promoted in daily play experience to create diverse affordances for children to play, learn through experimentation and connect to nature. Also, *Fairy Forest* by Vivian French invited our friends to an imaginative journey in which we became little fairies and negotiated our roles in the dramatic play.

Natural science allows children to explore, experiment, question, discover and understand natural and human-made objects and forces. Experiments and activities with science and nature also stimulate our children’s curiosity, encourage the use of all five senses, and help to build vocabulary. Our friends excitedly engaged in a Sink or Float experiment and a Fizzy experiment as they made a prediction before dropping natural objects or chemical substances, tested their theory, and enjoyed the trial-and-error process.

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

Mia, Indi , Connie and Dorian



Stage 2E: Gardeners in the Making



“Aboriginal and Torres Strait Islander cultures are a critical part of our national identity.”
(National Indigenous Australians Agency)

Welcome back to Term 3! This term we put our gaze upon Art & Literacy focusing on Indigenous artists, different mediums to explore art with, and the creative process. Including literacy ensures that the children will be able to extend their alphabet knowledge, begin to make meaning from their mark-making and start to develop their emergent literacy skills.

This week as a class, we learned about Rachael Sarra, an artist from Goreng Goreng country (Queensland). Looking specifically at two of her artworks - *Meeting Place* and *Networks*. In our Morning Meeting, we talked about the colours, shapes, similarities and differences that we could see between the two. The children were quick to see that both works of art featured circles. Looking at the *Meeting Place* enamel pin, we unpacked the symbol and related it to our own Morning Meeting routine - coming together, sitting in a circle and yarning. The other artwork *Networks* was painted to represent communities coming together in times of adversity, demonstrating resilience and celebrating culture, songs and dance. During this unprecedented time, this artwork spoke to the educators and even the children, who commented that we too, were being resilient. These art pieces were used as inspiration during our creative sessions, with children making their very own *Meeting Place* symbols using a variety of cut out circles, the children followed the steps to create a layered symbol. Our *Networks* art work saw children manipulating their paintbrush to create many circles touching, this helps to develop their fine motor skills and shape formation.

Our table experiences have had a focus on letter discovery through sensory exploration as well as numeracy games such as matching a numbered cup to it's dotted match. Through this, children are learning to count using one-to-one correspondence as well as identifying cardinal numbers.

In our small groups, we have been playing literacy games such as *Kaboom* - a game which challenges children to identify a letter, make the letter-sound and think of a word starting with that letter. The children have been so enthusiastic about playing the game that they are able to play it without Educator instruction! Another literacy-based experience has been learning about syllables, with children tapping the syllables in their name. Other groups have been playing *Rhyming Bingo* where children match cards that rhyme. Finally, the children have been experimenting with mark-making and writing through explicit teaching. The children have been writing letters that feature in their names, and some are writing the names of their family members as a way to make writing a meaningful experience.

Next week we are looking at artist Bronwyn Bancroft and the different shapes and colours that she uses in her work.

Grace, Pa, Margaret and Carina



Stage 3R: Artwork Inspired by Rachael Sarra's Meeting Place



“Kid, you’ll move mountains! You’re off to great places, today is your day. Your mountain is waiting, so get on your way!” (Dr Seuss)

Welcome back to Term 3 everyone! During Term 2 we had a lot of fun learning about our connections to the world around us, using the natural world as our platform to understand how we impact nature and how nature impacts us. This has led us to our Term 3 provocation **Earth, Our Planet**. This term we will focus on a sense of ‘Being,’ with the freedom to explore, discover and make sense of the world.

We began our learning this week with a focus on The Animal Kingdom - The African Savannah. The children learnt about the Savannah environment including the various habitats and the animals that inhabit them, the continents and climate that affect those areas and how those animals adapt and survive in their surroundings. We embarked on our learning journey by exploring some African Savannah sensory trays and small world play, noting which aspects of the environment these animals depend on for survival. The children enjoyed manipulating some clay to make their own animals, using matchsticks and paddle-pop sticks to create their safari masterpieces.

One of our focus books, *Across The Savannah* by Clover Robin, is a beautiful pop up book which introduced the children to lots of the majestic animals of the African Savannah and included some interesting facts about them and their habitat. This led to discussions on why animals in the wild live in certain areas or climates and how it impacts them if their environments change dramatically. The children were invited to test their knowledge with an animal habitat matching game and to create their own African animals through creative experiences.

Learning about wild animals and the wilderness can open up a whole new world of wonder for children. Wild animals have certain qualities that make them mysterious and exciting. Their homes are different to ours, they have to find their own food and have special characteristics that make them identifiable. Supporting children in their growing awareness and interest in animals can also lead to deeper feelings of empathy and social-emotional development, as well as an increasing respect for the natural environment.

Next week, we plan to explore the Amazon Rainforest as we expand on this interest in animals across the continents. As we are missing some friends who are at home this week doing remote learning, we have enjoyed checking in with them in the afternoons and seeing their lovely faces at our afternoon group times.

Wishing you all a safe and wonderful weekend!

Deb & Priya



Stage 3E: The African Savanna



“An understanding of the natural world and what's in it is a source of not only a great curiosity but great fulfillment.” (Sir David Attenborough)

Children have a natural connection to their environment, in particular to the phenomena of the natural physical world. It is an inbuilt sense which they are born with and can be seen through their curiosity when engaging with and being part of it. An organic connection can be seen on every child's face when they spend time outside exploring the wonder of the world. We are fortunate to live in Australia, where children have access to a unique and natural environment, which allows them to connect to and explore the country's flora and fauna. This makes us wonder about the world's natural environment. What animals inhabit Asia, Africa and America? And so, we begin our inquiring journey of the living planet, by exploring our planet Earth through animal biomes of each continent.

The Stage 4R Term 3 Provocation is **The Living Planet**. In Week 1, we have decided to begin our travels by visiting **South America**, in order to extend upon our previous learning provocation of rainforests, focusing on the largest rainforest in the world, The Amazon. The children have gained a sound knowledge of the area and therefore we shifted our focus to the rest of the continent's regions, which can be divided into three main areas: river basin, mountains and highlands, and coastal plains. As a foundation of our learning, we have learnt facts about the animals inhabiting each region. To begin our week, the children co-constructed their own learning by being involved in the mapping of each region, identifying and matching animals to their natural habitats.

Throughout the week, we have engaged in factual learning about animals inhabiting:

- The river basin regions: flamingos, manatees, piranhas, coati, capybaras.
- Mountainous and highlands animals: alpacas, llamas, Andean condor, armadillos.
- Coastal plains animals: marine iguanas, Galapagos giant turtle, Humboldt penguin.

“Look deep into nature and you'll understand everything better.” (Albert Einstein)

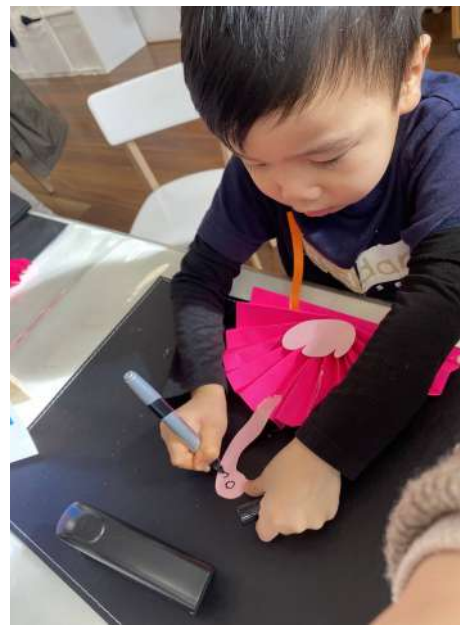
The children's interest in the flamingo, its natural beauty and why it is pink, was one of the topics we've explored further. The children complemented their learning through an origami artwork of a flamingo. A recurring question also arose throughout the week: “What is the difference between alpacas and llamas?” This question sparked the journey of comparing these two animals. We have learnt that the two are cousins, being members of the lamoid species. Alpacas are smaller, have smaller heads and shorter ears, while the llamas resemble a more horse-like, longer face and ears.

Have a peaceful weekend!

Veronika, Luan & Allegra



Stage 4R: Exploring South American Animals



**“Space exploration is a force of nature unto itself
that no other force in society can rival.”** (Neil deGrasse Tyson)

Welcome to Term 3 and our provocation **The Wonderful World of S.T.E.A.M.** What does S.T.E.A.M stand for? S – Science, T – Technology, E – Engineering, A – Art, and M – Math. Each week the children will explore a different concept, starting with **The Solar System**. Extending on our Term 2 provocation *Exploring Our Planet*, we will start to investigate what else is out there in the universe. Throughout the term the children will be encouraged to experiment, ask questions, hypothesise, and make conclusions during our weekly provocations.

Our stories of the week featured astronauts and their mission to outer space. *The Darkest Dark* by Canadian astronaut Chris Hadfield recalled the moment he was inspired to become an astronaut after watching the first moon landing in 1969. We also read *Rocket Mole* by Matt Carr, about an underground mole called ‘Armstrong’ who travelled solo to the Moon and back. Our storybooks lead to discussions about how rockets often lose parts or break away during their mission because they aren’t needed anymore. We then learnt that Elon Musk’s company SpaceX is in the process of building rockets that can be recycled to save millions of dollars. Instead of the parts breaking away and becoming space trash, the rockets will leave Earth intact and be programmed to return in a similar condition. Amazing!

During our morning learning sessions, the children engaged with a variety of space-themed experiences. Discovery trays were filled with astronaut figurines, kinetic sand to mould and manipulate, purple sand was used to pour and scoop, and playdough was provided to cut into stars. The children were also invited to construct their own Solar Systems using felt planets and stars, they replicated star constellations using small stickers and joined them together with pencil lines, and our Solar System puzzles were very popular. On the mat the children also had fun connecting colourful shapes together to make space probes and satellites.

During the week we watched several short documentaries about the Solar System. We learnt that...

- Our Solar System is 1 of 500 in the universe and is located within the Milky Way.
- The Sun is a giant star and the largest star in our Solar System.
- Mercury, Venus, Earth and Mars are ‘Terrestrial Planets,’ which means they are smaller, have solid surfaces and have no or few moons.
- Jupiter, Saturn, Uranus and Neptune are ‘Jovian Planets,’ which means they are larger, have lots of moons, are gas giants and have no solid surface.
- It’s believed that there used to be life on Mars because there is evidence that there was water on the planet 3.7 billion years ago. There is still some ice on Mars today.

Inspired by the Solar System, the children created their own interpretations when constructing their artwork. Coloured paper, glitter, tape, foil and cellophane was used to create the planets, rockets and stars on a dark background, and each artwork looked different and unique. Later in the week the children also made space crafts inspired by our song *Five Little Men in a Flying Saucer*.

Next week our space adventures will continue as the children investigate each individual planet more in-depth and design their own alien characters.

Stay safe and well!

Lauren, Rebecca and Carina



Stage 4E: What's Out There?



Happy Birthday!

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



29/07 - Lucas (2E)



01/08 - Eric (3E)



01/08 - Felix (2E)



01/08 - Mia (2E)

Congratulations!

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



**Laura, Kale and Hudson (3E) welcomed
baby Beau on 21/07**