



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

6TH AUGUST 2021

Principal's Message

By Mrs Kath Boyd

Dear Parents,

This week it was marvellous witnessing the in-house **Specialist Lessons** taking place in our outdoor spaces. Mr. Kai is guiding all the children artistically and Miss Allegra offers joyful and diverse music lessons for the children in all Stages. It is evident that the Reddam ELS Lindfield Educators not only adore the children, but they also recognise each child's 'full potential'. *Pictured above: Allegra with Stage 3R & Pictured below: Sensory tray exploring Summer (1E).*

As human beings, children possess a multitude of 'languages', numerous ways of thinking, of expressing themselves, of understanding and encountering others, with a way of thinking that creates connections between the various dimensions of experience. Each school day I witness children expressing themselves in age-appropriate ways. Stage 1 children rely on their facial expressions and cries/sounds; Stage 2 toddlers use gestures, exploring behaviours and (the occasional) tantrum; and Stage 3 & 4 Preschoolers have the ability to express their opinions through art, dramatic play and construction. Their languages are expressed through their interests, the way they play, write, speak, interact, construct with blocks, paint and draw. It is our responsibility to give value and equal dignity to all the verbal and non-verbal languages.

It is fascinating to witness a child 'thinking outside the box' and using a resource in a completely different way to what it's supposed to be intended for. We want our students to recognise that there isn't just one way of doing things, but indeed that there are many different processes. Furthermore, there are no limitations or wrong ways of making discoveries and experimenting.

At the end of this school year, every family will receive their child's **Student Portfolio**. This precious book has been lovingly constructed by the Core Teachers throughout the year and presents an overview of the individual learning journey each student has been on. Provocations and their weekly themes are represented, and numerous photographs and artworks complete the portfolio. Children tend to be extremely proud of the work they have produced and can't wait to share their portfolio with their family. In the front of any Student Portfolio produced by a school inspired by Reggio Emilia is '**The Hundred Languages of Children**' poem.

The hundred languages are a metaphor for the extraordinary potentials of children, their knowledge-building and creative processes, the myriad forms with which life is manifested and knowledge is constructed. *"The hundred languages are understood as having the potential to be transformed and multiplied in the cooperation and interaction between the languages, among the children, and between children and adults."* (Carla Rinaldi, 2013)

This theory offers a way of seeing children as having many, many ways of expressing themselves (not only in words, but also in movement, through art, in play, in looks and gestures). Imagine believing that children have the ability to express themselves in more than one way. Now times that by 100! Loris Malaguzzi, founder of the Reggio Approach, describes the "infinite ways that children can express, explore, and connect their thoughts, feelings and imaginings." These languages are symbolic and are open to the endless potentials in children. They believe in the potential of a child's ability to wonder. It is the belief that there are "multiple ways of seeing and multiple ways of being." Please enjoy reading and reflection upon the following words:

The Hundred Languages of Children (Excerpt)

The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.

A hundred.
Always a hundred
ways of listening
of marvelling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred
worlds to dream.

Written by: Loris Malaguzzi (translated by Lella Gandini)

Stay safe and well – enjoy your weekend.



***"It doesn't matter what road you're travelling on,
just hold on tight and enjoy the ride."*** (Unknown)

Hello 1R families! Week 2 was all about **Transportation on the Ground**, this will incorporate Cars and Trains and lots more. During our group time we listened and watched a little clip of police cars, Fire Trucks and an Ambulance, the children played close attention to the sounds the vehicles made.

Our songs of the week were *Wheels on the Bus* and *Toot, Toot, Chugga Chugga, Big Red Car*. The children are excelling with the dance movements of these songs.

During the week we heard some 'vroom-vrooming' around the room as they were going faster and faster around the room. To extend on the children's interest and promote their creative experiences the children utilised the toy cars to paint on the black paper and encourage the children to drive on the page and create colourful wheel imprints.

We followed on with creative experiences, we offered the children a free paint session on a large piece of cardboard and various colours to paint alongside their friends and enjoy messy fun outdoors. Safety as always , we incorporated Traffic Light Art with pegs and pom poms to enhance the children's fine motor skills.

This week we have continued with the provocation focus of ground transportation. We welcomed the children to a sensory tray that was filled with fresh blossoms, pasta, toy cars, spoons and small containers. They were inspired to refine their fine motor skills by using the spoons to scoop the pasta into the cars or containers.

During outdoor play, we created an area with blue stick-on-stripes for the children to push the cars around and follow the different shapes and directions. Then the children transferred the cars onto the ramp so they would go in a descending motion.

Our science experiment this week was observing a chemical reaction between baking soda and vinegar. For this simple experiment, we decided to turn it into a toy car wash! The children carefully poured vinegar into the baking soda until a reaction forms, by observing the fuzzing reaction and then driving the cars through it - very fascinating.

Next week we are focusing on **Transportation in the Sky**.

We hope you have a lovely weekend!
Natalie, Doris and Suki



Stage 1R: Land Transports



“Every child is a different kind of flower, and altogether makes this world a beautiful garden.” (Anonymous)

Another week of fun and vibrant exploration focusing on the season of **Spring**. Don't we love this season, it is the time of new beginnings. Flowers bloom, trees grow, sound of birds chirping fills the air and fields are blanketed in lush greenery. What a glorious way to engage our children with all these lingering wonders and beauty! Teaching lessons about Spring excites the children's creativity and imagination. They were exposed to texture play experiences, dramatic play, sensory experiences and built friendships with their peers as they explored and observed the wonders of nature.

To illustrate these learning experiences, we explored Spring through our senses of touch and sight. A sensory display of a small world 'garden' welcomed the children. The garden was filled with natural camellias, insects and bugs. The children were observed to be demonstrating their curiosity towards the flowers, some took their time to smell, others went to share it with their teachers and peers - such sweet gestures! An invitation to create patterns and explore the natural textures of the flowers was also prepared for the children to express their creative self at play. These beautiful interactions indicate that they are practising their sense of connectedness to others and at the same time exploring their five senses. In addition, the display also showed that children were able to connect previous knowledge and symbolism of flowers as gifts or as objects meant to be given to someone from their past experiences.

During our learning groups, a demonstration of basic planting was performed using alfalfa seeds and wheatgrass seedlings. The children watched in wonder as the peat pellets expanded with the water and giggled as they felt the textures of the seeds. We have put these trays on our window sill and will check them each day to see the progress. Additionally, we extended this experience through a numeracy practice activity. We prepared laminated ladybirds for them to improve their basic counting as well as listening to instructions skills.

The group time was wonderful when everyone enjoyed singing our morning greeting songs, they sang with excitement on their faces as they were already very used to the predictability of their routine. The books we read related to beautiful spring certainly caught the attention of the children as they encountered colours, different flowers and natural changes that increased their ability to understand their surroundings.

Tapping into their creative expression skills, we incorporated Mr. Kai's (Art Teacher) lesson on primary colours into our creative experience. Using red, blue and yellow acrylic paints we encouraged the children to dip a sliced 'okra' vegetable into the paint, representing the rainbow serpent drawing as an initiative to include an Indigenous perspective into the activity. Surprisingly the children enthusiastically dipped and dabbed the okra and were not even bothered by how it felt on their fingers.

Hoping you all have a lovely weekend!
Charity, Heather, May, and Fatima



Stage 1E: Spring Galore



***"The glory of gardening: hands in the dirt,
head in the sun, heart with nature."*** (Alfred Austin)

We always intend to create engaging ways to boost children's development. This week we sparked 2R's natural interests in **gardening** and encouraged them to be involved with nature. Gardening has the power to teach children about the beauty of flowers and vegetables, whilst also teaching them valuable life lessons like patience and self-confidence. A garden can be an interactive playground for children that will engage all of their senses.

2R undertook a little gardening project and grew some flowers from their seeds. This experience supported children's sense of responsibility, as they realised that it is their job to take care of their seeds each day. Science concepts included the sprouting process and gaining an understanding of how plants require sunlight and water for growth. In addition to these wonderful benefits, the process helped children to be patient. The waiting time for a flower to open up will make the moment even more exciting.

The sensory experiences throughout the week allowed 2R to experience plant care and nourish a responsible and positive attitude towards the hard work of gardening. Manipulating the playdough and collecting and crafting with natural materials involved children's imaginations. Our nature inspired flower sensory water play provided visual, tactile, and olfactory sensory input. Children could see the different shapes and colours with their eyes and explored textures through touch and smelled the leaves and flowers. Moreover, slime sensory experiences promoted mindfulness, independent playtime and helped children learn to focus. Our frozen flowers sensory experiences engaged children's critical thinking to experiment with different materials to melt the ice.

Art of the week involved children creating bean and grass collages. 2R observed a simple science experiment with colour changing flowers and observed the capillary action in front of their eyes. Developing a love of nature can impact the way children view the world around them and the food they eat. The teachers hope that 2R gained an appreciation for healthy and sustainable food with our support this week.

Have a great weekend!
Sara, Manoela, Vivian and Chloe



Stage 2R: Little Gardeners



“If you eat today, thank a farmer.” (Anonymous)

During this week we showed our gratitude and appreciation for **farmers**, who raise living organisms for food or raw materials from crops to market for consumption. Exploring various types of farms, farmer's roles, farm animals, cooking and shopping reflected on a range of interests from 2E children. This was also a great opportunity to study different farming methods - from the Indigenous sustainable hunting & bushwalking method to Westernised mass farming industry. Gradually, our children started to appreciate the fresh fruit/vegetables and meals provided to them daily. They started tasting different fruit, acknowledging the hard work of the farmers and enjoying every meal with minimal waste.

On this week's learning journey, we experienced life on the farm, explored the roles of farmers and the products obtained from a farm. The children were invited to multiple sensory experiences where they harvested crops, fed chickens, cows, horses, gave them a bath and brushed their hair/fur. Small world farming filled with a variety of raw materials and natural resources opened a window of opportunities for the children to explore their ideas, negotiate with peers about farm roles and create a dramatic play scene. Excitedly, we milked the cow. This was the most enjoyable hands-on experience that replicated the process of producing dairy products.

Art of the week was inspired from a range of fruit and veggies such as corn, capsicum, okra, celery and broccoli. These natural paint tools offered a unique mark-making opportunity that yielded extraordinary results on the page. It was interesting to see our little friends use different objects to create uniquely different marks on their piece of art. During the process of creating artwork, we had a short conversation about their favourite fruit and vegetables and how these green products keep us healthy and promote body growth.

Science is not just about learning facts and conducting experiments. It is a way of thinking and developing skills so that we can understand the world. Our little scientists continued to observe and investigate multiple science experiments, including making paint from beetroot, dirty hands vs. clean hands touching bread, and the fizzy eggs experiment. These science experiments aimed to develop the science inquiry skills of observing, predicting, checking, questioning and communicating.

Wishing you a fabulous weekend!
Mia, Indi and Carina



Stage 2E: Farmers For a Week



“Opportunities for Indigenous writers have grown but we must ensure they’re driven by Indigenous values.” (Ball, 2018)

As we begin to delve deeper into literacy, we have moved our gaze to Bundjalung children’s author, illustrator and artist **Bronwyn Bancroft**. Looking at many of her alphabet books with contemporary and traditional illustrations, the children have been commenting on colours, shapes, symbols and letters. As an extension of this, the children have also been learning more about different Indigenous languages during our Morning Meetings.

Looking at Bancroft’s *Shapes of Australia* the children have been cutting and pasting wavy lines to represent water and movement. When the children looked at the illustration, many noticed the different shapes and colours within it. Once the children had finished gluing, they added dots and lines in oil pastels as well. Our other creative art experience saw children choosing their favourite Indigenous symbol and making it out of natural materials and glue. This experience provokes discussions about what the different symbols represent and how they may apply to our everyday lives. Many children make connections between the symbols and their environment and also familiar scenarios.

In our Morning Meeting we have consolidated the children’s understanding of symbols by looking through them in depth and yarning about them. As part of learning about inclusion, the children have also begun to learn the different Auslan signs for fruit. The children have then been using them during meal times to ask for the fruit that they would like. This is practised during our Morning Meeting along with our Auslan songs.

Our small groups have focused on key literacy concepts such as syllables and initial letter sounds. This is the foundation to understanding and replicating writing and reading. The children have demonstrated enthusiasm and concentration when engaging in these literacy games, and as a result are beginning to incorporate them in their spontaneous play also.

Next week we are looking at Indigenous photographer Tracey Moffatt and focusing on the meaningfulness of taking pictures.

Enjoy your weekend!
Grace, Pa, Margaret and Carina



Stage 3R: Indigenous Inspired Artworks



“The rainforests hold answers to questions we have yet to ask.” (Mark Plotkin)

As the children continued their investigations of *The Animal Kingdom and Our Planet*, their inquisitive minds have led us to the **Amazon Rainforest** this week. We began our learning journey by identifying the location of the Amazon in South America on our globe and discussing the two types of rainforests, tropical and temperate. As the Amazon is the largest tropical rainforest, we focused on this incredible ecosystem and the animals and plants that inhabit it. The children showed a particular interest in the animals of the rainforest, how they live and what they eat.

Using books and some visuals of the rainforest, the children learnt about the varying layers of the rainforest and were asked to identify and place the animals into the correct layer. Some of the animals, we discovered, inhabit more than one layer, such as snakes and panthers. The children were intrigued by the eating habits of the animals and are quickly learning about carnivores, omnivores and herbivores, echoing our previous lessons on dinosaurs and African animals, they are gaining a greater understanding of these words.

We have learnt the importance of ecosystems such as the rainforest, for our planet. As rainforests are essential to life on earth, providing air, water, medicine, food and shelter to a multitude of living things, they are one of our best natural defences against climate change because of their capacity to absorb greenhouse gases from the atmosphere. Our small world rainforest habitat projects that we constructed together this week drew lots of interest from the children as we used books to discover the plants and animals. We added trees, vines, waterfalls and rainforest creatures from frogs and butterflies to big cats and gorillas.

Rainforest sensory trays with wobbly green jelly, tasked the children to identify and match a variety of snakes and poison dart frogs. Tigers, Mountain Gorillas, Orangutans and Jaguars are just a few of the other magnificent animals found in rainforests that we explored. Caring for nature is one of the most important things children should learn about and develop as a habit. Respect for our planet is born in knowledge and although there are numerous concepts children have to learn about, teaching them about rainforests and the amazing life within, is an important lesson in the essential role we all play in saving our planet.

We are incorporating more numeracy and literacy concepts into our educational program this term as the interest in these experiences is growing among the children. Many of them have been engaged in counting and matching tasks, letter recognition and word formation. This will continue to be an integral part of our learning for the remainder of the year as we introduce phonetics and concentrate on more pre-writing skills going forward. Next week, we will switch our focus to **Animals of Asia**, where we can explore some similarities and differences between the continents.

Have a wonderful weekend!

Deb and Priya



Stage 3E: Exploring the Amazon



Stage 4R

By Veronika Roth

"All things share the same breath - the beast, the tree, the man, the air shares its spirit with all the life it supports." (Chief Seattle, Suquamish and Duwamish Tribes Chief)

According to The Oxford Dictionary (2021), the word travel is defined as 'to go from one place to another, especially over a long distance.' In Stage 4R we define our learning of **North America** as a travel journey, a voyage of the imagination. Who is to say that travel can only be carried out by moving ourselves physically to another place? Through our explorative learning of the third largest continent on Earth by size, we learnt about its geography and ecosystem.

Each day, we focused on one of the main geographical regions: the mountainous west, the Great Plains, the Canadian Shield, the varied eastern region, and the Caribbean. The children engaged with sensory activities representing these regions, such as green goop as the Great Plains, and wood bark as the mountainous west, including the Rocky Mountains.

North America has a diverse array of animal species and by narrowing our learning to a few of the children's interests, we have broadened our knowledge of the American bison, Brown bear, Grey wolf vs Arctic wolf, Gila monster, Moose vs Caribou and the powerful Bald eagle.

"Look closely at nature. Every species is a masterpiece, exquisitely adapted to the particular environment in which it has survived." (E.O.Wilson)

We closely looked at the most commonly known animal, the Brown bear through a representational art experience of drawing. The children used a real life image of the animal as inspiration to create a clearly identifiable visual image of their own. We are very proud of their efforts, enthusiasm and commitment to this activity. Each child's artwork represents their individual and unique view of the animal.

Stay safe and well!
Veronika, Luan and Allegra



Stage 4R: North American Animals



"Space is for everybody. It's not just for a few people in science or math, or for a select group of astronauts. That's our new frontier out there, and it's everybody's business to know about space." (Christa McAuliffe, American teacher and astronaut)

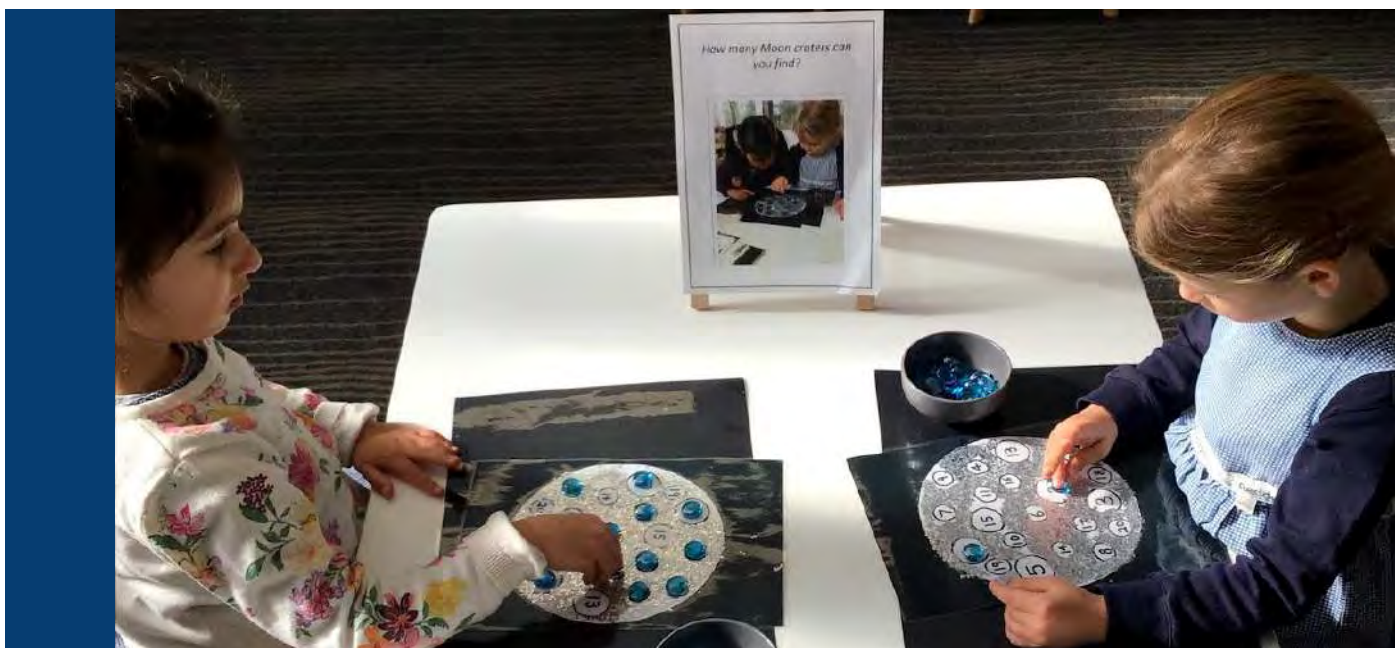
This week our class continued on their space adventure and investigated each individual planet. The children showed a lot of interest in learning about how many moons each planet has, what their climates are like, and they wondered if any planets were home to extra terrestrial life? Our story of the week was called *Meet the Planets* by Caryl Hart. We zoomed around the Solar System with an astronaut and his dog to learn a little about each planet. Throughout the week we also watched some short documentaries to gain more information and view some of the photographs that have been taken by space probes.

Fun facts:

- Mercury's surface is covered in craters from meteors and comets colliding with it.
- Venus' air smells terrible because it contains a chemical called sulphur.
- Earth is the only planet where plants and animals live because of its temperature.
- Mars is being explored by robots called 'rovers' that collect information and take photos.
- Jupiter has 64 moons and its big red spot is a giant hurricane that never stops moving.
- Saturn is surrounded by 7 rings that are made of tiny pieces of ice, dust and rock.
- Uranus is made up of gas, liquid and ice, and spins on its side.
- Neptune has the strongest winds in our Solar System that blow at 2,000km per hour.

The children engaged with a variety of space-themed experiences including discovery trays filled with orange sand to represent Mars and green kinetic sand to represent Uranus. Glittery playdough was also provided to mould and manipulate with star cutters. The children enjoyed using the astronaut and spacecraft figurines, and incorporating the facts they had learnt about each planet into their role-play. Plugging flowers were used to construct spacecraft and satellites, and pre-literacy and numeracy skills were promoted with crater counting and topic words to identify and copy. The storybook *Aliens Love Underpants* by Claire Freeman inspired the children to create their own aliens. They thought about what features their aliens would have and then drew and cut out their alien's body out of coloured paper. Once they were finished the children were encouraged to think of a name for their alien species and imagine which planet they came from.

"My alien's name is Violet and she is from Venus. She likes cooking spaghetti and watching people on Earth on her television." (Olivia)



Stage 4E

By Lauren Hall

Our highlight of the week was singing our song, *Space Song Rocket Ride* by Barefoot Books, and watching a few parts from the movie *Martian*. We saw how the astronaut drove a rover along the surface of Mars, communicated with NASA using his computer, and kept his space suit on whenever he would leave his research station. The children were amazed that he was able to grow potatoes so he didn't run out of food, and that he built his own spaceship out of spare parts. We then had a discussion about how we might be able to live on Mars one day because there is evidence of water and ice. However, we would probably have to live in artificial habitats in order to survive the inhabitable conditions. There are so many possibilities!

We've had many rich discussions this week and the children have posed some very interesting questions. Next week we will explore the world of machines, robots and gadgets.

Stay safe and well!
Lauren, Rebecca and Carina



Stage 4E: Space Adventurers



Happy Birthday!

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



02/08 - Henry (4R)



08/08 - Jasper (2E)