



REDDAM
ELS

13th August 2021

Principal's Message

By Mrs Kath Boyd

Dear Parents,

Mid-way through Term 3 . . . and the pace of the learning at our school continues to gain momentum. Children of all ages run into the classrooms each morning, to discover and engage in the myriad of exciting provocations on offer. Likewise, the daily online learning sessions have proven to be very popular and beneficial for the children at home. These sessions have been planned to mirror the learning taking place on campus – and I thank those parents who diligently tune in for both sessions and also provide their child with the suggested resources that accompany the lessons.

At the heart of the Reggio Emilia philosophy that we adopt at Reddam is a learning environment that considers **listening** to be essential. An active attitude of listening between **adults, children** and **the environment** is the premise and context of every educational relationship at our school. *"Listening is an ongoing process that nurtures reflection, welcoming and openness towards oneself and others; it is an indispensable condition for dialogue and change."* (Kroll & Meier)

Children's ideas, opinions, observations and work are valued, studied by the Educators and myself, shared with parents (via Tapestry or email) and probed in order to engage in true dialogue about the meaning they are making of their experiences. This then enables us to know how to support their motivation and pursuit of learning AND to create a purposeful, interest-based program. We aim to help the children search for meaning and understanding in what they do, what they encounter, and what they experience. *Pictured above: Ocean-themed provocation set-up in Stage 2E.*

Every day I witness the children at our school listen to each other's points of view with curiosity and an open mind as they question, explore and investigate. They assist their friends and accept help with natural joy. I watch with delight as the children pool their opinions, negotiate all the points of view and excitedly built together common understandings which led to joint intentionality.

"Ideas fly, bounce around, accumulate, rise up, fall apart and spread, until one of them takes a decisive hold, flies higher and conquers the entire group" (Loris Malaguzzi)

Principal's Message Continued...

By Mrs Kath Boyd

Listening means being open to differences, recognising the value of another's point of view and interpretation. Thus, listening becomes not only a teaching strategy but also a way of thinking and looking at the others. Furthermore, listening is a way of welcoming others and their differences, and a way of embracing different theories and perspectives.

The most important gift that we, teachers and parents, can give to the children at school and at home is our **time** . . . because time allows us to listen and to be listened to by others.

"Listening shows kids they matter, we love them and their words are important." (Anon)

Please note: The Reddam ELS Lindfield **Google Meets Parent/Teacher Interviews** are taking place over the next two weeks. If any parent has not booked in a time to meet (virtually) with their child's Core Teacher to discuss the Half-Yearly Reports please do not hesitate to contact them. Furthermore, any parent (or grandparent) wanting to contribute to, participate in or comment on the Weekly Programs or Daily Tapestry Posts is more than welcome. Even a 'like' on Tapestry lets teachers know that you have read the posts.

Stay safe, warm and well over the weekend.

Pictured below: Polaroid photographs taken by Stage 3R students.



"Let your dreams fly high!" (Anonymous)

Week 3 in 1R was all about **Transportation in the Sky**. The children were introduced to a form of transportation which astronauts use to get to space - a rocket. At the provocation table there were representations of planets made out of cardboard and the asteroids that surround planets were made from scrunched aluminium foil.

The children enjoyed engaging with two rockets on the blue fabric and manipulating blue playdough and cooking cutters. These experiences encouraged the children to refine their fine motor skills and pincer grip as they squashed, pressed, formed and cut the dough.

As a class, we watched short clips of varied flying transportation including helicopters, airplanes and rocket ships. During a movement activity the children attempted the Rocket Yoga pose (hands together and pointing to the sky).

Another experience focused on the Flying Doctors Service. Doctors and nurses are flown around Australia to take care of people in remote areas. Children were invited to take care of babies (dolls) using pretend play Doctor's equipment.

The children explored a sensory bin which included blue fabric, paper airplanes and magic sand. Cotton ball clouds provided a different texture for the children to touch.

As a group we constructed a cardboard plane. This experience was open-ended and each child enjoyed decorating the board using crayons. Furthermore, the 1R children designed their own, textured hot air balloon using different materials (including feathers) and glittery hearts.

Our science experiment this week focused on a self-inflating balloon. We began with an empty balloon and bottle, then filled the bottle with vinegar and added some baking soda. Next, we attached the balloon to the bottle and watched it inflate. Huzzah!

We also observed and explored gooey, blue slime. The children used their fingers to touch the slime and watch it stretch and stretch further from the rack - it was quite fascinating.

Next we are focusing on **Building & Constructing**. We hope you have a lovely weekend!
Natalie, Doris & Suki



Stage 1R: Rockets, Planes and Flying Doctors



Stage 1R: Slimy Fun



“Summer has a flavour like no other. Always fresh and simmered in sunshine.” (Oprah Winfrey)

This week we continued to explore and enjoy *The Four Seasons*, as we came to focus on the most loved season of the year, **Summer**. Summer indeed has its own flavour, a flavour of fun, excitement and often when we look forward to enjoying delightful outdoor moments with family and friends. As a child, I recall enjoying the beach and the warmth of the sun on my skin.

We continued to provide the children with a variety of Summer-related learning experiences. Observing and exploring seasons and weather gives children the opportunity to learn about the natural weather occurrences and appreciate the beauty they bring. We also discussed 'bad and dangerous weather conditions' and discussed physical health and well-being ramifications. We allowed the children to freely express themselves through sensory learning experiences, taste-testing activities, creative art sessions and investigative play learning. We provided play-based opportunities that encouraged the 1E children to discover, create, improvise and imagine... simply to enjoy *being*. Being a child that is joyful, learning and discovering the possibilities of the world.

The sensory learning experiences ranged from small world beach play tray experiences to investigating laminated fresh flowers using torch light for clearer exploration. The children also had a relatable experience when we engaged in the orange soup play, mastering their wrist manipulation and control skills in pouring and scooping. Extending on this with taste testing experiences with popular juicy fruits during summer - oranges and watermelons. The children had so much fun during these activities, it is such a joy to observe their enthusiasm during learning alongside their peers and Educators.

Additionally, 1E children were invited to express this knowledge and ideas through creative experiences. Using cotton balls dipped in water, the children enjoyed a mess free art experience as they practiced their grip and stroking skills, brushing the damp cotton balls against a dark blue paper creating patterns of wet patches on the paper. The creative experience supported children to identify and understand their emotions, make sense of their feelings and express themselves non-verbally and verbally.

Next week will be focusing on the colourful season of **Autumn**.

May everyone have a lovely weekend.
Charity, Heather, Fatima, and May



Stage 1E: Summer Inspired Experiences



Stage 1E: Flavours and Textures of Summer



"I have no special talents. I am only passionately curious." (Albert Einstein)

Young children are naturally inquisitive, full of questions about the world around them and the drive to investigate how things work. This week, we took advantage of this innate curiosity and channelled their enthusiasm for scientific discovery. Children learn science through trial and error. They need time to experiment, try things out, and think on their own. We as teachers value children's questions, explore and find the answers together, and provide them time and space to explore, learn from mistakes together, invite and encourage curiosity, support further exploration, encourage children to record their observations and use everyday items we have available to experiment and explore.

To help develop 2R's resourcefulness, particularly their skills at goal-setting, planning, and problem-solving, we planned and did a variety of science experiments. We created the rain cloud using shaving foam, water and food colouring which encouraged children learning about weather, clouds, rain and storms. The M & M Rainbow Science Experiment resulted in us learning about mixing colours and creating new colours and observing how sugar dissolves with the warm water. With the Lava Lamp Experiment we observed that the water and oil do not mix and the oil doesn't change colour and the reaction of the Alka Seltzer which created dancing bubbles of carbon dioxide wowed the children. Sink or float experiment introduced children to density and buoyancy and encouraged them to make predictions and observations about buoyancy and density. With the Magic Milk experiment, we discovered that milk is mainly made of water and other big ingredients such as fat and we saw in action how the dish soap bonded with the fat in the milk and watched in amazement as the colours danced across the surface of the milk.

Science based sensory learning experiences helped children connect their sensory play to their science learning. Some of the children's favourite experiences were alphabet recognition water beads trays, painting cotton pads with food colouring and observing the water absorption, the colour mixing tea party water play and learning and exploring primary colours and creating secondary colours, rainbow slime with its magical mixtures, elasticity, and viscosity and lastly the baking soda and vinegar hidden fizzing colours sensory trays. The art of the week involved children creating drip painting and exploring gravity and experimenting with small drips, big drips, and different colour combinations.

This week we supported 2R to engage their thinking skills, nurture their intellectual curiosity and acquire new ways of asking questions to understand the world.

Enjoy your weekend!

Sara, Vivian, Manoela, Chloe and May



Stage 2R: Science Is Fun (Part 1)



Stage 2R: Science Is Fun (Part 2)



***"We do not inherit the Earth from our ancestors;
we borrow it from our children."*** (Native American Proverb)

Throughout this week, we have learnt that human activities have major impacts on sea life and marine pollution. Getting children interested in marine life and ocean animals will guide them to be environmentally conscious adults. Sustainable aquaculture (or fishing) means leaving enough fish in the ocean and protecting habitats and threatened species. By safeguarding the oceans, people who depend on fishing can maintain their livelihoods. We dived deeply to visit various marine creatures. Our 2E friends initiated a conversation by sharing their prior knowledge on the topic. Allegra said "Jellyfish can sting you and you will get hurt;" Arley added "Sharks have sharp teeth;" Easton shared his knowledge clearly "Octopus has 8 arms." Nicholas proudly said "Whales are the biggest;" Kensington cautiously announced "Crab can snap your fingers."

Through a range of sensory activities, our children learn why animals look and feel the way they do, how their bodies function and therefore why we need to look after them. As we had spent several days observing Miss Grace's goldfish, we began our fish study by examining the parts of a fish. Our friends cleverly pointed to the correct body parts when they were asked. We pointed out unique body parts like gills and fins. The children noticed also that the fish have eyes and a mouth. We talked about the purpose of different body parts: Fish breathe using gills and use their fins and tails to swim.

Furthermore, we also aimed to raise the children's awareness of water pollution. We read a great story book called *Somebody Swallowed Stanley* by Sarah Roberts. Stanley is a plastic bag that got into the sea. Every sea animal has a taste for Stanley, as they thought that he is an ordinary jellyfish. Our young learners could not take their eyes off the book as they wanted to know which poor creature would swallow Stanley. Alison and Thomas concluded "A plastic bag should be in the bin."

Moreover, some of the most famous incidents of water pollution have been oil spills. Oil spills can be massively damaging to marine wildlife and also to humans if the oil gets into the food chain. Miss Mia showed our friends a beautiful ocean full of sea creatures. However, when the ship passed by, the oil had been spilled. Everyone gave a hand to clean the oil by using cotton balls but it was not easy. This hand-on oil spill science experiment is not only great for helping children visualise the effects of an environmental issue but also demonstrates how water and oil don't mix and why oil floats on water.

Let's make every day Earth day!
Mia and Carina



Stage 2E: Underwater Explorers



Stage 2E: Scuba Diving Artwork and Name Recognition



“Photographs play an important role in everyone’s life – they connect us to our past, they remind us of people, places, feelings, and stories. They can help us to know who we are.” (O’Neill, 2015)

Celebrating Indigenous artists allows children to view modern talents, achievements and understand the importance of our Aboriginal and Torres Strait Islander culture and experiences. This week, we look at **Tracey Moffatt**, a photographer from Goreng Goreng Country (Queensland). Looking at books that are using real photographs to tell a story encourages the children to look at similarities and differences - what is real and what are illustrations? The children were also able to use a Polaroid Camera to encourage children to use real life equipment. Providing children the opportunity to learn how to use a camera or any real life tool or equipment allows children to *“Actively learn, gives the opportunity to critically think and create, supports communication and language development, promotes hand eye coordination and gives real hand experiences”* (Kimberley, 2017).

In our ‘Morning Meeting’ we were able to explore camera techniques, practising angles, understanding the intentionality of photos and looking at the difference between photos and illustrations. We then read the book *Tiny* by Steve Otton & Jennifer Castles, this book uses real photographs taken by Otton with a story made up from the photos. The children were interested to see a ‘real doggy’ compared to a ‘Paw Patrol’ animated version.

Using the Polaroid camera allowed the children to not only learn how to use a camera, but also the process of taking a photograph - what they wanted in their photo and watching it develop into a photo. The children loved pulling the photo out of the camera and waiting for the picture to appear.

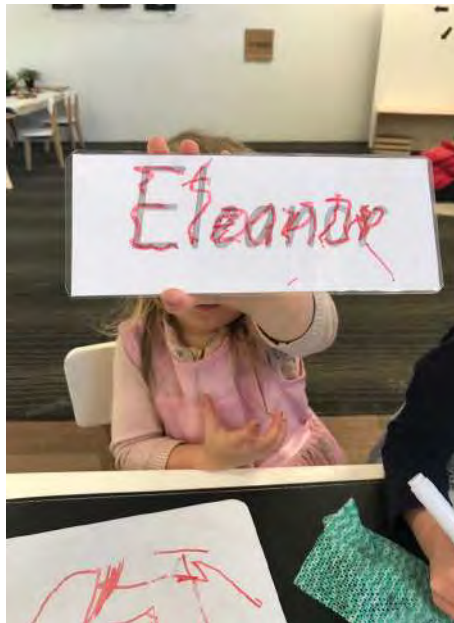
In our other small groups, we continued to learn the different letter sounds by using a foam dice with letters on the faces. The children rolled the die and then had to make the letter-sound that it landed on. As an extension, the children would also have to think of a word that started with that letter also. Other literacy groups revisited ‘Kaboom’ and name tracing using name cards and whiteboards.

Next week we will be looking at the **beauty of nature in art** and using natural materials to create masterpieces.

Grace, Pa and Margaret



Stage 3R: Writing Club



Stage 3R: Polaroids . . . Things the children found beautiful



Kyle · Z



Ciixelle · F



Stella · Neill



Katherine · W



Charlotte · T



Eleanor · R



James · Y



Ruby · C



Ellie · Z

“The clearest way into the universe is through a forest wilderness.” (John Muir)

For children, play is learning. There is no better play resource than nature, learning about our planet and the importance of nature to our existence is paramount. Children innately reap great benefits as they grow connection and appreciation of the natural environment and our planet as a whole. This week, the 3E children continued their investigations of *The Animal Kingdom* and their environments, as we switched our focus to **Asia**.

During our learning groups, we discussed Pandas and their habitat, and how they are a vulnerable species. This led us to discussions on endangered species, extinction and the changes on our planet over time. Making funky fork Pandas and swinging Orangutans, the children learned more about these wonderful creatures and their significance to our planet. The children's inquisitive minds sparked wonder in the differences in animals of the same or similar species but from various continents, for example bears. We discovered that there are many different types of bears from several continents, in varying climates, which we will be exploring further over the coming weeks.

Our literacy table contained our letters of the week, 'A' and 'B'. The children were introduced to the sounds of each letter and were challenged to think of things beginning with those sounds. They were then invited to engage in our literacy table sensory trays where they had to find all the items beginning with those letters.

Before children can learn to read and write, they need to develop the building blocks for literacy -the ability to speak, listen, understand, watch and draw. As children get older, they also need to learn about the connection between letters on a page and spoken sounds. This element of literacy learning plays a big part in our educational program as we focus on two letters at a time.

Next week, we will be visiting the Arctic and the Antarctic, exploring the elements of the environment, animals, climate and the harsh conditions of ice and snow. We will also continue to focus on our letters 'A' and 'B' as we further grasp the sounds and formation of these two letters of our alphabet.

We wish you all a wonderful cosy weekend!
Deb



Stage 3E: Creative Experiences



Stage 3E: Literacy, Numeracy and Extra Snaps



“The tranquillity of the water heightened the superb effects of this glacial world. Majestic tabular bergs whose crevices exhaled a vaporous azure; lofty spires, radiant turrets and splendid castles; honeycombed masses illumined by pale green light within whose fairy labyrinths the water washed and gurgled.” (Sir Douglas Mawson, Australian Geologist and Antarctic Explorer)

Sir Douglas Mawson's description of the majestic land of the Antarctic from his expedition to the land of the unknown in the early 1900's sparks the curiosity of eagerly wishing we could have been there with him as part of the first Australian man to be part of such a journey. It is easy to understand why the 4R children have been fascinated by the learnings of the Arctic regions in Week 3, in particular pondering on information through the eyes of a great scientist and explorer.

Our journey to Antarctica followed Sir Mawson's voyage as we embarked on new learnings of the region, familiarising what it would be like to travel to land of ice and glaciers, the courage and strength it takes, and of course the broad learning it provides. We have expanded our vocabulary skills by understanding the meanings of many specific words, such as glacial, expedition, voyage, frostbite, South Magnetic Pole and sediments.

We have carried out our own expedition as we deepened our understanding of Global Warming and its effects on the Arctic regions. Watching the ice melt due to the force of heat caused by warmer water visually explained what happens to the very important habitat of many animals for example, Penguins, Polar bears and seals. The question of *‘What can we do about this?’* was applied by many of the children, which we have begun to investigate.

Our creative experience invited the children to create their own penguin collages. First, they were asked to make their art pages blue. They could use paint and various materials in shades of blue for their collage. Once dry, they came back to complete their pictures. They drew their penguin's body, belly, bill, flippers and feet onto black, white and orange paper, cut it out and glued it onto their art page creating beautiful art pieces.

Enjoy your weekend!
Veronika, Luan & Allegra



Stage 4R: Everybody Loves Penguins



Stage 4R: Making Snow Dough and Exploring the Poles



"To invent, you need a good imagination and a pile of junk." (Thomas Edison)

Our S.T.E.A.M. provocation continued this week, inspired by a very exciting topic – **Machines, Robotics and Gadgets**. The children in 4E have always demonstrated a keen interest in different types of machines and were completely absorbed in the educational experiences on offer in our classroom.

We began by posing the question - *What is a machine?*

"A machine is something that helps you." - Viggo

"A robot is a type of machine that needs to be charged and it's an invention." - Margaux

"Robots move around and help you." - Olivia

Machines are objects made of several parts, each with a different purpose to perform specific tasks. Some of the examples the children thought of included telephones, cars, televisions and household appliances. Robots are also a type of machine and they are programmed to help us including washing machines, vacuum cleaners and remote-control toys. Gadgets are small machines with unique functions such as smartphones, video games and digital cameras.

Our story books of the week included *Audrey the Amazing Inventor* by Rachel Valentine, about a girl who loved to create new things but they didn't always turn out the way she imagined. The story opened up a rich discussion about if we are to learn new things, we need to experiment and try first, and that it's important to hypothesise and ask questions to make new discoveries. Our next story *Rosie Revere, Engineer* by Andrea Beaty featured a shy girl who loved to create new things but felt really deflated and would give up when her ideas wouldn't work. Her aunt then taught her that the secret to success was to keep persisting so she could learn from her mistakes. A great lesson for us all to take away.

The highlight of the week was learning how to use our Sphero robot with Mr Luan. He explained how there are lots of small parts connected together that make the Sphero and it responds to the control commands via its app. The children were each invited to have a turn playing with it and moving it around our classroom. Throughout the week they also experimented with creating mazes out of blocks for it to travel through and the children made a big tunnel using their legs for the Sphero to roll through. Later in the week, the children taped sheets of paper onto the dining table to use the Sphero to make a collaborative artwork. The children dipped the Sphero into blue, yellow or red paint and then used the app to roll it around the paper and create a series of lines and markings. At the end of the experience the children assessed their creation and they decided to name it 'Magic Door.'



Stage 4E

By Lauren Hall

Throughout the week the children also engaged with some educational videos to learn how some machines are made. They learnt how a laptop was put together, how a drone is programmed to fly, and how a robot is built from scratch. At our art table the children were also invited to construct their own robot designs using some silver bubble wrap. They cut out various shapes to create their robot characters and explained what their robot's purpose was. Our song of the week *My Friend Robot* by Barefoot Books, was also a huge hit as the children learnt the process of building a house, using tools such as a wedge, hammer and pulley to use with the materials.

What a busy week we had together. Next week we will explore **two and three-dimensional shapes**.

Stay safe and well!
Lauren and Luan



Stage 4E: Sphero Fun



Stage 4E: Inspired by Robots (Part 1)



Stage 4E: Inspired by Robots (Part 2)

