



# REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM  
ELS

20th August 2021

## Principal's Message

By Mrs Kath Boyd

***"The greatest gifts you can give your children are the roots of responsibility & the wings of independence."*** (Denis Waitley)

During this global pandemic, the staff and I have stepped back and deeply reflected on **best practice**. Health and Safety Policies have been reassessed, modified and when necessary, implemented. Transformations have emerged from COVID safe practice in our school. Our community has responded to these essential changes respectfully and without hesitation – and for that I am extremely grateful. Over the past few months, we have altered the **drop-off and pick-up procedures** in order to enforce social distancing. Parents/caregivers have been asked to stand at least 1.5 metres back from the classroom door when dropping off and collecting their child. They no longer enter the classroom, instead Educators welcome the children into their room, make sure they put their belongings away and have them ready with their backpack in the afternoon. We have transformed these procedures into embedded practice.

For us, the 'classroom door drop off' practice took our Educators by surprise. We were so used to welcoming families into our classrooms each morning and afternoon. We asked ourselves many reflective questions – *How was this going to work? Will the children cope? Will the parents cope?* We worried that separation anxiety would increase, along with additional support required for children to overcome this major change in the everyday process.

However, it quickly became evident that the children were a whole lot more capable than we thought they would be. The current morning arrival routine has empowered children to be brave, to be resilient, and independent. Children are empowered to leave their caregiver or parent, not the other way round. Caregivers/parents are now the ones watching their child walk away. Children have their own individual welcome by their Educator, a moment that is special, positive and unique to each child and family. Some children high-five their Educator, some receive a hug, and for some, a simple wave or smile is enough for them to feel ready and instantly comfortable. The arrival that in the past may not have been a positive moment for some children is suddenly the most positive and empowering way to start the day.

These changes were reinforced within our school from conversations with numerous parents. This parental input as to why this process works embeds its way into our thoughts and conversations as Educators. Reflective practice is a powerful tool in early childhood, and in this case our own community was involved in a major reflective moment for our service.

## Father's Day Art Competition

Father's Day is drawing near (Sunday, 5<sup>th</sup> September) and our school is again participating in the annual *Lindfield Chamber of Commerce Father's Day Art Competition*. This competition is open to children from preschool till the end of primary school, and entrants are invited to paint or draw a portrait of their Father or significant man in their life, i.e. Grandfather or Uncle.

Generous businesses in Lindfield have donated prizes and all artworks will be displayed on their [website](#) and [Facebook](#) page. The competition will be judged by a local artist and a first, second and third prize will be awarded to each school who enters.

All the children currently attending school are creating a portrait under the guidance of our in-house Artist Mr. Kai & Core Teachers. I invite all those **children at home** (siblings can join in too) to participate and email me their entry by Monday 23<sup>rd</sup> August (9am). Winners will be announced via social media on Friday 1<sup>st</sup> September.

*Pictured above:* 4E's primary, secondary and tertiary colour bottles. *Pictured below:* Araiya (4R) refining her literacy skills.



**“The building is only as tall as the foundation is strong enough to build on.”** (Unknown)

Week 4 in 1R was all about **building and construction**. A foam blocks building experience offered the children the opportunity to challenge themselves and extend their hand-eye coordination. It was wonderful witnessing the children investigate and use trial and error whilst constructing.

A stacking experience with sponges intrigued the children. Altogether, we placed each sponge on top of another to see how high we could go. Next we moved onto ice cubes! Together we strategically figured out how we could place each ice block on top of another. The children enjoyed touching the cold, wet blocks with their fingers.

Our focus on construction also led us to an investigation of **construction workers**. Many children chose to dress up in a Fluro vest and hard hat. They were *vrooming* around the classroom with toy trucks - such a popular activity. Using visual aids, we discussed the importance and meaning of safety signs which can be found around our local community.

To promote the children's fine motor, building and imaginative skills a 'pretend play' area was established. This included mini trucks, yellow play dough (simulating concrete) and blocks - which allowed the children to practise stacking, build towers and construct walls.

For the creative art experience this week, the children created a block painting. They dipped wooden blocks into paint, then stamped these onto paper. The names of these shapes were discussed with the children during this activity.

This week the children also really enjoyed playing in our outdoor area. They were provided with wooden planks - which encouraged creativity. Some made buildings while others drove the toy trucks along the planks as if they were roads.

Next week we will be focusing on **Australian Flora and Fauna**. Enjoy your weekend!

Natalie, Doris & Suki



# Stage 1R: Construction & Building



*“Autumn, the season that teaches us that change is beautiful.”* (Anonymous)

**Autumn** - one of Earth's four seasons. It has its own delightful experience as we can see the beautiful colours on the tree leaves like vivid yellow, rich reddish-brown and plants beautifully coloured and splattered around everywhere. It is the season where many people make their travel plans as it is one of the most pleasant seasons of the year along with exhibiting the most beautiful aspects of nature.

True to this wonderful natural exhibition, we incorporated the Autumn experience in school. Improving the children's sense of connection to their world and as well as becoming confident and involved learners we prepared a multitude of experiences that they can explore and investigate. Sensory learning displays were set out such as trays filled up with varying textures and colours of Autumn. Ranging from pines, dried crispy leaves, wooden blocks, fresh apples that the children cannot help but bite, and more that surely held prolonged interest in their imaginations, sensory learning and pro-social learning skills during play.

This is what we wanted to bring into focus with our children and with our provocation set-up, which showed the changing colours of the leaves. The children were able to practise their colour recognition and identification skills as we played with the leaves on display. Additionally, these activities allowed them to explore their basic counting skills when the teacher encouraged them to verbally and non-verbally count the autumn leaves, raw apples and pine cones during learning group times. Significantly, we have observed such beautiful interactions and as well as turn-taking skills with our children whilst participating in the learning experiences.

A cognitive and fine motor skill activity challenged our children to balance fresh apples on hygienic craft rolls. Grasping the apples strengthens the children's hands for pencil grip when they are ready to write. Also this allowed them to practice their impulse control as they steady the rolls to keep the apple on top of each roll. Holding one's hand steady is a great way to build muscles and arm strength. Seeing their happy faces every time they balanced an apple was so rewarding for both the children and the educators as they surely felt a sense of accomplishment in completing such a task.

A leaf painting activity was encouraged to promote creative expressions from our young learners. We gave the children a selection of autumn coloured paint and let them use their own artistic talents to decorate their leaf as desired.

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 Resie



# Stage 1E: Autumn Vibes



**"Scientists investigate that which already is;  
engineers create that which has never been."** (Albert Einstein)

This week our focus was on **engineering and engineers**. Engineering boasts numerous benefits for young brains. It encourages problem solving, promotes questions and even inspires budding inventors. By enabling children to investigate and look into how things work and why, we can actively encourage STEAM-based learning. Allowing children to experience different forms of engineering helps them understand more about the processes that go into making up so much of the world around us.

We discussed the engineering of boats and ships and created some sailboats using pool noodles for our water sensory trays which encouraged 2R's problem-solving skills, language development, social-emotional growth and science and mathematics learning. Moreover, 2R enjoyed learning about the engineering of the planes and how the plane's engines are designed to move it forward at high speed. Inspired by that we created popsicle airplanes for our artwork. We also made a parachute which led us to have discussions and trials of an air resistance experiment. We observed that when we released the parachute from a height, the weight pulled down on the strings and opened the parachute and used air resistance to slow it down.

Our little engineers enjoyed building structures using a variety of wooden blocks in different shapes and textures which assisted them to improve their math skills, and even learn about gravity, balance, and geometry. They continued creating bridges using craft sticks and cups. The teachers added extra challenges by asking open-ended questions and helped 2R to work through these problems together and encouraged their critical thinking.

The highlight of the week was creating a 'salty circuit' which caused a little light to shine bright and observing that many materials can carry an electrical current including salt and water! Our engineering-based experiences provided opportunities for 2R to grow and mature and made a difference to the way children think and complete tasks. It allowed children to think outside the box and come up with solutions to problems through experimentation and trial and error.

Have a wonderful weekend!  
Sara, Manoela and Vivian



## Stage 2R: Little Engineers





*Buzz! Buzz! Buzz!* Welcome to the best place to 'bee!' The Baby Bumblebee song and honey tasting event were one of the sweetest highlights in Week 4. This week we explored bee farming, beekeeper's roles and the role of the little miracle creatures - **Bees**. By learning about bees, our children can begin to understand that these tiny creatures are much more than buzzing, stinging insects. They are one of the best pollinators among insects. Pollination is the process whereby bees enjoy sweet nectar in the flowers and transport pollen from one plant to another.

It was lovely to witness our 2E friends' enthusiasm and eagerness to learn about bees. Besides reading storybooks and discussing picture books, this week we also explored informative texts. These experiences enhanced the children's ability to differentiate between fiction and non-fiction texts, and the books' purposes. *Fun fact: Bees have been on Earth for at least a hundred million years, since dinosaurs were still roaming the Earth.*

Our fast learners started to share facts about bees and inform others about their learning acquisition at home and school. Moreover, the informative texts stimulated our friends' curiosity as they posed questions and connected new information to prior knowledge. Jasper asked, "Bees eat flowers, but why?" This question opened an investigation. We closely observed flowers with magnifying glasses and discovered that there is a pistil in each flower. Significantly, while we examined the life cycle of bees, Alison contributed her idea, "It looks like a butterfly." Natural science (biological science) offers us a vast number of opportunities to learn about all living things and nurture our little friends' sense of wonder and curiosity.

On the provocation table, the children were invited to engage in multiple sensory activities. Dripping yellow, honey slime aesthetically pleased our friends' eyes. They pulled, kneaded, squeezed and then left it on the tray . . . waiting for it to drip down. Another creative sensory activity reflecting the bee pattern which was created by black beans, yellow rice and yellow dyed salt. The children scooped and poured rice and beans through the hand-made pasta honeycomb or used their fingers to draw the bee stripe. They started to understand the pattern as a repeated, decorative design.

Differentiated learning with a small group of children effectively engaged and enhanced their learning process. During the literacy session, our little bees listened attentively to hear their letter sounds, tried to repeat and compared the different sounds and length of their names by counting how many letters in our name. Our lovely children were eager to learn about the letters and sounds of their name.

Have a beautiful weekend!  
Mia and Carina



## Stage 2E: Beekeepers



## Stage 2E: Save the Bees



***"Study nature, love nature, stay close to nature. It will never fail you."*** (Frank Lloyd Wright)

Our focus on Art & Literacy this term has allowed us to combine and explore both elements individually and collectively. This week we use art to form connections to nature as well as finding uncovering letters and developing our alphabet knowledge.

3R has always shown interest and love for nature, especially collecting leaves, sticks and pointing out our native wildlife. This week the children collected all the natural materials to be used in our art and table experiences. Once collected, the children used paint to lightly paint the leaves which they then printed onto paper to see the veins. The children then took to painting other natural materials such as sticks and bark.

These collected materials have also served as loose materials for transient art. The children have been able to create aesthetically diverse artworks based on what they find interesting, what they can collect and share and what is available to them. The children were found to be discussing the importance of looking after our environment by ensuring that they only use materials that were on the ground - *"Don't pick them from the trees, it will hurt it."* This was a wonderful comment that demonstrated their respect and appreciation of their natural environment.

As our alphabet knowledge deepens, this week the children were asked to discover a 'secret letter' by washing food dye over paper with a hidden letter on it. The discussions had by the children and teachers whilst painting showed development and enthusiasm when identifying letters, letter sounds and associating letters with friends names in the class. Additionally, the children also were able to play a new game called 'Sharky sharky by the lake'. This game included a cardboard shark and wooden letters where the children had to reach inside and pull the letters out. Through this experience, the children were able to work on their turn-taking skills as well as co-construction of knowledge as they worked together to help each other when someone was unsure of the letter they pulled out.

Next week we will look at French artist **George Seurat** who began the 'pointillism' phase in the 19th Century.

Grace, Pa & Margaret



## Stage 3R: Nature Art



***“There is nothing in the intellect which was not first in some way in the senses, and senses being explorers of the world, opens the way to knowledge.”*** (Ancient Saying)

This week the children were welcomed into a winter wonderland as we began our exploration of **The Arctic** and **Antarctic**. We had discussions about these regions and how with the changes of seasons, the whole world is transformed, bursting with life—from the tiniest mammals in the world to huge herds of caribou, from playful penguins to the greatest of the great whales. North and South, the icy deserts of the poles are home to all kinds of strange and wonderful animals.

Following discussions on this harsh environment, the animals that inhabit it and the survival tactics used by them, we spoke about explorers of the North and South poles and the effects of climate change on these parts of our planet. Using some of our books of the week, such as the *Eyewitness: Arctic and Antarctic* and *Eyewitness: Climate Change* to discover factual information, we learned a whole manner of things, including the fact that a group of penguins in the water is called a ‘raft’ but on land they are called ‘a waddle’. These books helped guide us in our exploration of these amazing polar regions as we begin to understand their amazing wildlife and heroic explorers. The children were then intrigued to explore the Small World Land of Snow and Ice, complete with polar bears, sea lions and a whole waddle of penguins! They were curious to note the differences in the various penguins, some sporting feathers on their heads, some large, some small, some grey, some black and some with bits of orange.

For some sensory play, the children engaged in Arctic Jelly and freeze trays where they had the opportunity to experiment with melting the ice using salt and water to free the animals trapped within. They also did regular temperature checks of the ice using a thermometer to see how it changed as the air and water around it gradually got warmer. We also made some snow dough together which was a lot of fun to mix and manipulate with our hands, pretending it was snow, making snowmen and animal shapes. The children got creative at our stamping station, practicing their fine motor skills by using stamp cutters to make snowflake shapes and adding them to the small frozen world table. Our literacy table consisted of ‘A’ and ‘B’ as we continued our learning of these letters.

Next week, we will journey into the Northern hemisphere as a whole, checking out the northern lights, exploring the nature of animals north of the equator and discovering the letter ‘C’.

We hope you have a wonderful weekend! Stay safe and warm!

Deb & Priya



# Stage 3E: The Arctic & Antarctic



***“The beauty and mystery of the ocean fills our lives with wonders, vast beyond our imagination.” (M. L. Borges)***

The ocean is a huge body of saltwater that covers approximately 70% of the entire Earth's surface, making it the most obvious feature of our planet. It made us wonder, just how large of an area that is, as we compared it to the area of land on the World globe.

*“There are so many fish in the ocean,”* said Araiya. The children brainstormed their knowledge of animals living in water, such as dolphins, turtles, whales, sharks, hammer sharks, puffer fish, octopus.

This has led to a learning of the five ocean zones and the animals inhabiting them. The upper open ocean is called the **Epipelagic Zone** or The sunlight zone and is home to turtles, dolphins, jellyfish, blue whales. The **Mesopelagic Zone** or The twilight zone extends to a depth of 1000m, animals such as squid, crab, krill, catshark live here. The third zone is the **Bathypelagic Zone** or midnight zone, where sunlight doesn't penetrate and is very low on nutrient levels; there are no plants here. Octopuses, large whales, echinoids and angler fish are found in this zone. The **Abysopelagic Zone** or The Abyss is the zone of complete darkness. This seemed to be a very fascinating fact for the children *“It's like when you close your eyes. You can't see anything,”* Cooper commented. Tube worms, medusas, and sea spiders inhabit the Abyss. **The Hadal Zone** or The Trenches are the deepest parts of the ocean and the Earth! It still remains largely unexplored due to its freezing temperature and pressure.

A variety of sensory experiences supported the children's learning:

- Turtle hospital with sand and shells
- 'Sushi sauce' fishing and counting game
- Small world play representing the ocean zones on the light table
- Children participated in making blue playdough for an ocean imaginary activity

Environmental education connects children to the world around them and teaches them about both natural and built environments. We raised the importance of human impact on our oceans by watching a video about the large amount of waste formed as islands circulating in the ocean. We explored ways of what we can do to keep our oceans clean for the animals living in water. Kieran shared *“We pick up rubbish”* and Tylor suggested *“Don't use plastic.”*

Veronika, Allegra and Luan





# Stage 4R: The Majestic Ocean



We all went a little 'shape crazy' in our classroom this week as we learnt about **two-dimensional shapes** and **three-dimensional prisms**. During our morning group times the children learnt to identify a variety of 2D shapes that are flat and we counted the sides and the corners of each square, triangle, circle, oval, hexagon, rectangle and octagon. We then transferred what we knew about these shapes to learn how they are used to construct the faces and sides of 3D prism. Fascinated by prisms, the children took their learning further by cutting out the nets of a cube, square based pyramid and a triangular prism. With a little scaffolding, the children quickly gained increasing confidence with their cutting skills and folded and taped the 3D prisms together independently. It was wonderful to see the children persist and feel the satisfaction of their achievement with this experience.

Throughout the week, the children engaged with a variety of shape-related learning experiences. Tessellating tiles were used to create images, wooden discs were stacked on top of each other and inspired by Kandinsky's Circles, Tetris-style puzzles challenged the children's problem-solving skills, finger gym rubber band boards allowed the children to create odd shapes and strength their fine-motor skills, and the tap-tap set was provided to construct scenes out of shapes. In our construction area, the children worked in groups to make buildings, bridges and skyscrapers. There were many shapes and blocks to choose from in various colours and sizes, making the construction process enjoyable for the children as they used trial and error to realise their designs.

***"Creative people are curious, flexible, persistent and independent with a tremendous spirit of adventure and a love of play."*** (Henri Matisse)

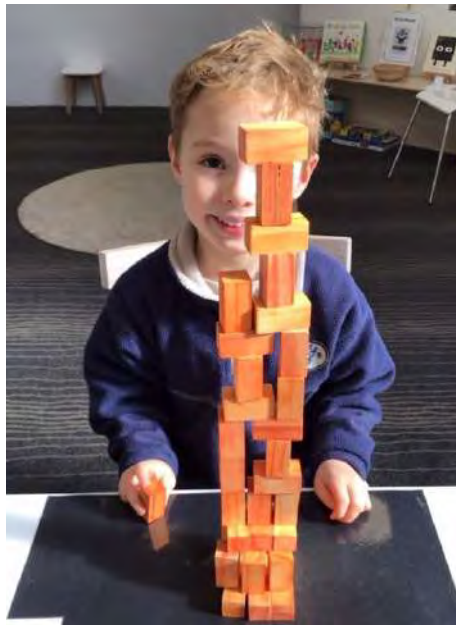
The children thoroughly enjoyed the book series by Mac Barnett which included three adventures about *Square*, *Circle* and *Triangle*. The shapes featured in each other's stories and provided life lessons about friendships, persistence and being kind. Another story we enjoyed was called *Pezzettino* by Leo Lionni, about a small orange square that wondered if he belonged to something larger in this world. Inspired by this story, the children created their own scenes using coloured squares of paper in the style of the storybook's illustrations. The children also learnt about the paper art created by French artist Henri Matisse and practised drawing and cutting out their own shapes to create many geometric-inspired pictures. To conclude our week of shapes, the class went on a shape hunt around our school campus. The children located and identified circles on clocks and on lights in the ground, triangular shapes on our roof, squares for windows and rectangles for door and brick work. There are shapes all around us, we just have to look for them. Each day we also practised singing one of our all-time favourite songs *The Shape Song Swingalong* where we used our arms and bodies to create lines, circles, squares and triangles.

Thank you for a wonderful week of learning together in our classroom. Next week we will explore the vibrant world of primary, secondary and tertiary colours.

Stay safe and well!  
Lauren and Luan



# Stage 4E: Shapes & Prisms



# Happy Birthday!

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



17/08 - Charlotte (3E)



18/08 - Aiden (4E)



20/08 - Ryo (3E)



22/08 - Mia (3E)