



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

27th August 2021

Principal's Message

By Mrs Kath Boyd

Dear Parents,

Words matter. When we (parents, caregivers and Early Childhood Educators) speak words of encouragement to young children it has the power to boost their confidence, thinking skills and self-worth. The **language of encouragement** puts the focus primarily on a child's effort or improvement rather than outcomes, and promotes internal satisfaction as opposed to external approval.

Praise and encouragement are often seen as side-by-side concepts, but encouragement is a specific variety of praise. Encouragement is non-judgemental and encouraging statements point out specific facts but do not evaluate them. Phrases such as "You really worked hard" or "Look at all the green you used in your painting" or "I bet you are proud that you finished that whole puzzle" are examples of non-judgmental encouragement. *Pictured above: Northern Hemisphere Wildlife sensory tray (3E)*

Children who are encouraged tend to develop a stronger self-motivation and pride in their work because the encouragement focuses on what they are doing well, not what an adult thinks about their work. In comparison, praise often focuses on what the adult thinks or feels and contains a judgement or evaluation such as "good." The impact of praise on a child starts early. In a study facilitated by Professor Carol Dweck, children as young as fourteen months had begun developing opinions about themselves and their abilities based on the praise their parents gave them. (www.careforkids.com.au)

There are a range of compelling reasons why we should use the language of encouragement, including:

- *Encouragement focuses on effort:* Our Educators encourage children by pointing out how hard they have worked or how much they have improved. This helps build children's pride in their own work and sets them up for success.

- *Encouragement teaches children to evaluate themselves on their own merits:* When adults provide children with feedback about what they are doing, the children learn to evaluate themselves without comparing their efforts and successes to those of others. Children who are encouraged learn that what they think about themselves is more important than what others think.

Here are some examples of encouraging phrases you could use with your child/ren:

Encouraging phrases that express achievement or difficulty

- You have nearly finished.
- Wow, you did it all by yourself.
- It looks like you've worked really hard on that.
- You're nearly there, you can do it.
- You've definitely put a lot of thought into that.
- It looks like you are really disappointed. How about we talk?
- It looks like you don't feel like staying there for long and you want to go on to something else.

Encouraging phrases to use for independence and routine times

- I bet it feels good to have done it by yourself.
- You look so pleased with your new clothes.
- Wow, you went to the toilet all by yourself.
- You must have been very thirsty. You have finished your drink and are ready for another one.
- I can see you have dressed all by yourself.
- You kept your nappy dry, it looks like you are happy about that.
- Looks like you were really hungry; you have eaten everything for lunch.

Encouraging phrases that express appreciation for helping

- Wow, you nearly finished doing that. You must be pleased.
- You have put everything back in its right place. Thank you, I really appreciate it.
- This is pretty tricky but I'm sure you can do it.
- Thanks for doing that, it really saves me time.
- I bet it feels good to do that yourself, rather than waiting for me to do it.

Encouraging phrases to use with artwork or activities

- You've mixed the colours to make a new colour here. Would you like to tell me how you did it?
- Look at all the colours you used in your painting.
- It looks like you are enjoying that.
- You've been concentrating on that for so long, you must enjoy it.
- I can see you have enjoyed using the red paint in your painting.
- It's difficult isn't it but I'm sure you can do it.

Father's Day is next Sunday (5th September), and as we are not able to host any celebrations at school (due to COVID-19), the children have lovingly made gifts & cards for each Dad. Please don't forget to collect these treasures from the classroom by the end of next week.

Wishing you all a peaceful and happy weekend.

Pictured below: Lily (1R) examining a Spring-themed provocation.



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

This week in 1R was all about **Australian flora and fauna**. The flora of Australia is unique, due to the special geology and the climate of the continent. We explored a creative experience of one of our native plants, the Golden Wattle - our national floral emblem, in which the children were offered to use pegs and cotton wool to dab on the paper with the colour yellow to represent the plant as they enhanced their fine motor skills.

To foster children's love for mother nature, they were encouraged to paint with natural leaves, offering to be creative through art and embrace the natural surroundings we have. Our national emblem for fauna is the Red Kangaroo and Emu, which was offered in our Australian play world, with various animal figurines and loose parts to evoke children's imagination and appreciation for our natural environment.

Our sensory experience invited children to make Echidnas using playdough. It's interesting to know that Echidnas are one of the world's only living monotremes (egg-laying mammals). The children displayed themselves as confident and curious learners as they investigated how to mold a basic shape from a playdough and then stick sticks into the Echidna's body they made.

To start off our mornings, the children were invited to explore the Australian animals that live in the ocean, which were represented on a blue cloth. The Australian land animals representation of green included platypus, koala, kangaroo and wombat as symbolic animals to their habitat. During our group time, the children were invited to watch a short clip presenting Australian animals, which has sparked the children to demonstrate their interest in observing the animals movements and sounds, and some children even tried to mimic these sounds, during this process gaining the concept of using technology to access information.

Our book this week titled *What's in Your Pocket* by Ruth Symons and Laura Watkins, was a lovely story about how to welcome a new baby to the family. We read *By the Billabong* and we sang *Kookaburra sits in the old gum tree*. In our group times we introduced some Australian puppet animals such as a kangaroo, kookaburra, frog, black cockatoo and bat.

During our outdoor play the children have been engaging in the wood chip area, mixing sticks, leaves and bark in a bowl and listening and observing the kookaburra that was sitting on the branch. Next week we are focusing on wild animals as we explore the book *Dear Zoo* by Rod Campbell.

We hope you enjoy your weekend!
Natalie, Doris, Fatima & Suki



Stage 1R: Exploring Australian Fauna



Stage 1R: Echidna Creations and Creative Experiences



“There is no Wi-Fi in the safari but you will find a better connection.” (Anonymous)

Early learning about the world around them makes a huge impact in the holistic development of children. It brings children a sense of belonging to the world they live in through exploration and discovery of the different biomes. Positive interactions of nature and the environment teach children about their place in the world, and how they can protect it throughout their lifetimes.

As our introduction to this world, we first explored the **Savannah**. It has been a great support to a wonderful variety of living things. Savannahs are present in areas that have a warm climate with a rainy season and a dry season. Savannahs and their abundant wildlife are famous in Africa, but savannahs can also be found in South America, Asia, and Australia.

This week was such a treat to the children as they have come to play again with their favourite wildlife animals, surely increasing their verbal expression and pro-social skills as they enjoyed sharing the variety of learning experiences provided alongside their peers and teachers. The sensory display experiences also gave the children an opportunity to manipulate the resources, improving their sensory skills and demonstrating connection to the world they live in.

Using the Banksia flower, the children enjoyed a natural art experience using the flower as a tool for painting. They practiced their grip and stroking skills brushing the flower against their paper. The creative experience supported children to identify and understand their emotions, make sense of their feelings and express it non-verbally and verbally.

The week was also spent playing outdoor games with their peers and educators. This made the children become more confident in their social interactions and as well as develop beautiful friendships amongst others.

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 Lizzie



Stage 1E: The African Savannah



Stage 1E: Going on a Safari



“A world which sees art and engineering as divided is not seeing the world as a whole.” (Sir Edmund Hoppold)

In Week 5 we delved more into engineering and focused on construction sites, civil engineers and construction workers. Construction play is proven to make a difference to the way children think and complete tasks. Simple things such as counting bricks, measuring weight and moving objects all contribute to making a child think outside the box. We discussed the importance of construction work and how people at the construction site have to work together as a team to succeed.

A variety of construction site's sensory experiences and small worlds provided children with a rich learning environment, where they explored and investigated their play materials and used 'scientific methods' of observing, forming a hypothesis, experimenting and making conclusions. It involved them engaging their creativity in role playing with their peers which resulted in developing their communication and language skills, allowing them to act out and make sense of real-life situations and more importantly, developing their social skills as they were collaborating with others. They had the greatest time moving and bulldozing different materials around the bins and making their workers work hard. They rolled the trucks through the sand or rocks, filled the dump trucks, and made lots of noises while driving the loud equipment, all while pretending to run their own job site!

With the pom-pom colour construction site, children practiced their colour recognition and developed their fine motor skills, as they used construction vehicles and tweezers to dump the coloured pom poms into the corresponding bowls.

Art of the week offered children creating a bulldozer craft using construction papers. Children engaged their creativity with this simple craft and learned about basic shapes and how a bulldozer works.

Our Reggio Emilia approach always engages children to see the world through their own eyes while they are involved in the play, it constantly stimulates a child's brain, hence, aids their education. By allowing children freedom in construction play, we help them think independently and make decisions based on what they are learning. This is great for us as teachers and it will then transpire into other areas of education and make the child a well-rounded learner as they grow older.

Lastly, I'd like to thank all of you and your acts of kindness, patience and resilience, and the fortitude and determination you have demonstrated so far during these uncertain times. It is normal to feel overwhelmed and stressed. What children need right now is normality and to feel comforted and loved. They sense the tension around them and need routine more than ever and thrive on having boundaries, so please ensure that you are thoughtfully structuring their days like school days when they are staying at home.

Have a safe and fabulous weekend everyone!
Sara and Manoela



Stage 2R: Beep Beep... Under Construction



Stage 2R: Tradies in the Making



“A journey of a thousand miles begins with a single step.” (Lao Ztu)

To strengthen a strong sense of belonging into a widening world, in Week 5, our 2E children set their first step in polar climate regions: treeless tundra, glaciers, a permanent or semi-permanent layer of ice. Through scientific pioneering around the North and South biomes, we gradually built connections with living things in faraway lands. Our friends are emphatically worried for penguins, polar bears and other polar animals, who are on the edge of dangers from melted ice and climate changes. Every week, we strive to include and focus on the use of natural resources, to emphasise love for other living things, and environmentally and sustainable practices in daily life. From this, our children will genuinely understand the impact of human activity on Earth and this will intentionally empower them to protect nature and contribute to a sustainable future.

Through reading and imaginative walking to the Arctic and Antarctic lands, our lovely children wondered and posed questions related to the natural adaptations of polar animals. We examined how in this severe cold place, penguins, seals, and polar bears can survive through a simple hands-on experiment with a zip-lock bag and cotton balls. Besides reading narrative books to build up imagination and empathy towards characters in the stories, a range of informative texts contributed to our 2E children's oral language development, scientific inquiry and logical thinking skills. They started to inform and contribute their knowledge during group discussions, initiate conversations with family and friends about what they knew and learnt.

On the provocation table, our young scientists dash the white snow and observe the different physical characteristics of Arctic and Antarctic animals hidden under snow. The polar small world with soft feel-alike snow was the second most favourite activity of the day. Our little polar explorers imaginatively created a narrative story between a mommy Polar Bear with her baby and walked them around the Arctic land. The Penguin slide was one of the most favourite activities. This playful experience spontaneously created a learning experience in which the children compare Penguin sizes and recognise different Penguin species. Also, they made predictions and observed which Penguins slid down faster depending on their size and weight. Another most favourite activity was dashing and filling in snow-people with desiccated coconut. Every friend spent a long time on this activity and strengthened their fine-motor skills and hand-eyes coordination skills. Our friends negotiated for their turn and waited patiently to have a turn on this activity. Through daily activities and routines, good manners and negotiation skills were guided and scaffolded in the classroom so that everyone could have a happy day.

Wishing you a lovely weekend ahead!
Mia, Carina, Suki and Connie



Stage 2E: Melted Ice Painting



Stage 2E: Polar Explorers



“Our task, regarding creativity, is to help children climb their own mountains, as high as possible. No one can do more.” (Loris Malaguzzi)

Introducing the children to a wide range of artists, art styles and the opportunity to engage in art this term has meant that children are able to not only appreciate art but explore art in different ways to seek the form that they love best. Our literacy focus has shown that it can be “viewed as an essentially interactive, collaborative activity embedded in social purposes” (Snow, 2006) as the children engage in peer learning, participating in games that encourage both individual and scaffolded learning.

The literacy games this week fluctuate between further developing individuals' understanding of alphabet knowledge and group collaboration. In one experience, the children were asked to write their names in three different ways - firstly tracing their name with a pencil, then with glue and a paintbrush and finally using string to form the letters in their name. This experience works on repetition and honing their pencil grip strength and form. Another experience saw the children using a new medium - clay - to form the first letter of their name in lowercase. Learning lowercase letters first is an important step in their literacy learning as typically capital letters are saved for names and nouns, learning lowercase letters assists with children's ability to write words when in Kindergarten.

In our group games, the children are learning about rhyming words. This sparked from the children identifying the nicknames of each other e.g “Sanne Banana”, “Ellie Belly”, “Ryan Lion” and “Wacky Jacky”. In these group experiences, the children are read a book with rhyming words and are asked to say the rhymes as they are read out. Then, using magnet visuals and a chart, the children match rhyming words such as cat & hat, run & sun etc.

The artist we focused on this week is **George Seurat**, the french painter who invented *Pointillism*. The children this week were shown different artworks where Seurat predominantly uses dot work to create images. We facilitated a pointillism creative art experience where children cut out their favourite outline of a picture and then used multi-coloured paper dots to fill in their picture. Then, using colourful beads, matchsticks and rice, the children were filling in a cardboard circle and experimenting with negative space.

Next week we will be focussing on **Paul Klee** and abstract tissue paper art!

Grace, Pa & Margaret.



Stage 3R: Pointilism and Collage Art



Stage 3R: Refining Our Literacy Skills



“When you’re curious, you find lots of interesting things to do.” (Walt Disney)

Young children learn to be curious when they have many opportunities to wonder, experiment and create. This week the 3E children had an introduction to the Northern Hemisphere. We looked at where it is on the globe and discussed which parts are in the northern hemisphere. This led us to discover what animals live there and why, what kind of climates they endure, their food sources and hibernation.

Engaging in the small world table, the children were able to inspect foxes, badgers, wolves, squirrels, chipmunks, racoons, bears and deer among other animals of the Northern parts of our planet. They could point out and identify different markings or identifiable characteristics of the animals such as the stripey tail on a racoon or the antlers of a moose or deer. Sensory trays of water beads contained some water dwelling animals such as otters, beavers and seals the children could manipulate as they learned more about these creatures.

The children displayed a keen interest in beavers after reading one of our books of the week, *Think of a Beaver* by Karen Wallace which is part of the acclaimed Wonder Series, encouraging children to think, feel and imagine as they learn. It is a story about beavers, how they can cut down trees with their teeth, build dams, shelters and tunnels with their hands and steer underwater with their powerful tails. Following on from this, the children wanted to explore further by trying to make their own beaver habitat and dam with sticks stones and some clay as mud to help it all stick together. This turned into a wonderful child-led learning experience for us all to do together. The children were also invited to explore our woodland provocation trays where they could get a sense of another wild environment in the Northern Hemisphere, where squirrels, foxes and badgers create their homes.

Our literacy table contained our letter ‘C’ this week. The children could find all the items beginning with ‘C’ and practiced the sound. Next week, we will be taking it closer to home as we delve into Australian nature, uncovering the gems of the wild outback and nature reserves in this beautiful country we call home. We will also be introducing the letter ‘D’ into the fold.

We hope you have a wonderful weekend!
Deb, Priya & Kai



Stage 3E: The Northern Hemisphere



"Dear Mum, Beautiful weather. I saw a fox last night, did as you always said and rolled into a ball. After a while it went away, I was a bit scared all the same. Wish you were here. Love, Simon."

(Postcards from the hedgehog by A.F. Harrold)

This week 4R focused on learning all about the European animals. We started by taking a look at our fact book *Discover the Animals of the World* by Garry Fleming. We learnt that due to Europe's geographical size and dense population, much of the countryside has been farmed, leaving only small pockets of natural wilderness. We have learned that most European animals have been brought to the continent through human efforts, only around a third of them are actually native to the area, similarly, many animals native to Europe have been brought to other continents.

We then shifted our learning to focus on certain animal species through fun facts:

- The European otter sleeps while floating on its back (and they even hold hands as they fear to go adrift and get lost from their families/partners).
- We listened to the beautiful song produced by the European goldfinch *"It looks golden and special!" Alina.*
- We found out that the European badger eats hundreds of earthworms every night.
- The red deer is one of the largest deer species, a male is called a stag while a female is called a hind. Each year the male's antlers fall off and regrow after mating season.
- The mole has a terrific sense of smell.
- Hedgehogs are not the same as porcupines and echidnas, and their spines are called 'quills'.
- The red squirrel and red fox live in Northern Europe and can live under icy conditions.
- An ibex is also called a wild mountain goat and it lives in the mountain ranges called the Alps.
- The European tree frog is not a fan of trees, despite its name.
- European rabbits are generally greyish-brown in colour, nocturnal, herbivores, social and domesticated animals. Their lifespan is 9 years and their babies are called 'kittens' (just like cats). They are well known for digging networks of burrows, called warrens, where they spend most of their time when not feeding.

Around our room the children were invited to manipulate playdough (that we made together) alongside a variety of natural materials and googly eyes to create their own hedgehogs. The artwork of the week engaged the children by representing a hedgehog using a black marker to shape its body and they dabbed a fork dipped in brown paint to indicate the spines.

Bella said *'The brown paint looked like chocolate'* and that her *'hedgehog was hungry to eat all that chocolate'*, **Kieran** stated *'the brown paint was actually dirt and that the hedgehog wanted to hide under the dirt'*. **Cooper** liked the idea and decided to do the same. **Olivia** explained *'the paint should just be the hedgehog's spines'*.

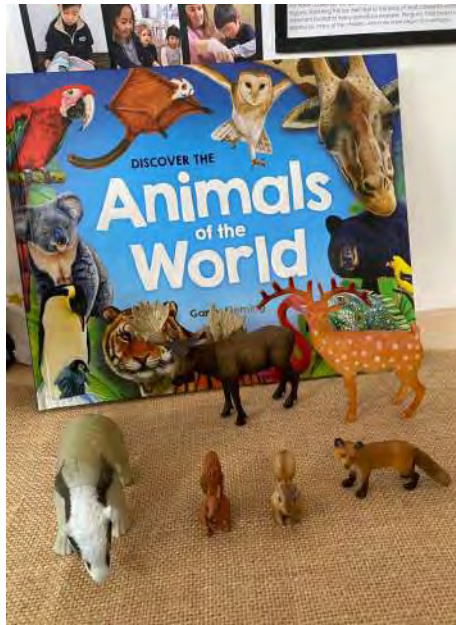
Wishing you a lovely weekend!
Veronika, Allegra and Luan



Stage 4R: Hedgehog Artworks



Stage 4R: European Animals



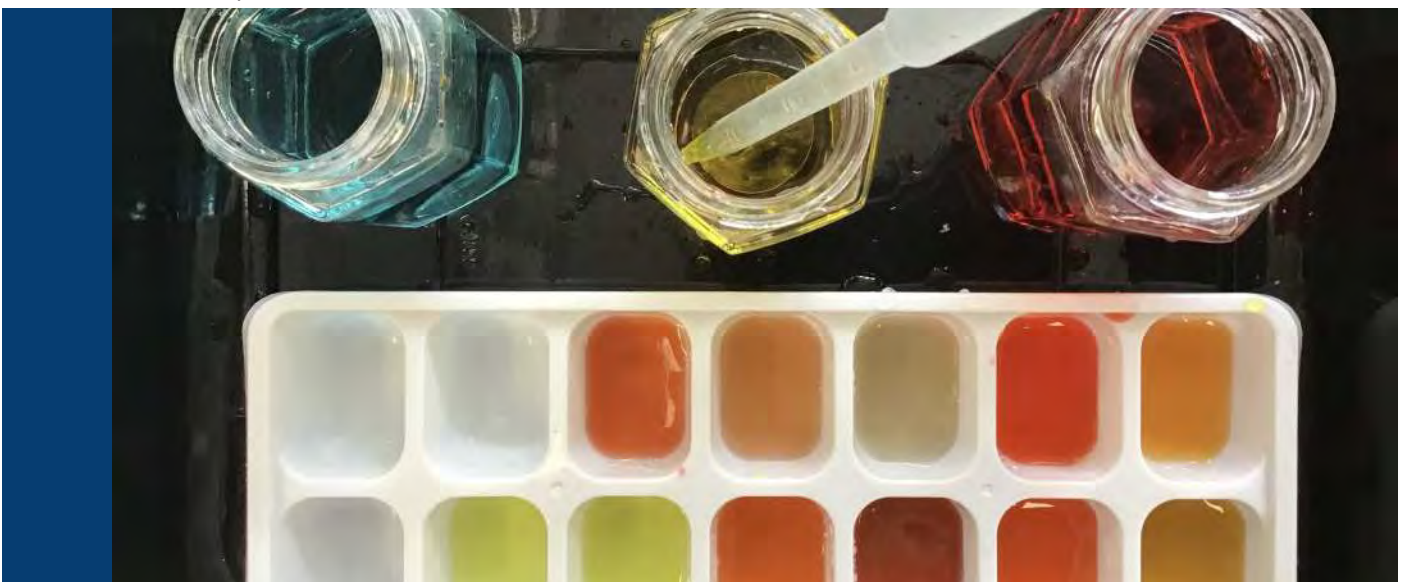
“Colour is a power that directly influences the soul.” (Wassily Kandinsky)

What a colourful week we had together in our classroom! The children explored the vibrant world of primary, secondary and tertiary colours which inspired their learning and play. During our morning group times, we learnt about colour science, starting with the three primary colours – blue, red and yellow. When two primary colours are mixed together, they create secondary colours – green, orange and purple. When a primary or secondary colour and another secondary colour are mixed together, they then create tertiary colours, which are various shades of one colour. We then looked at Isaac Newton's 'Colour Wheel' and learnt that the colours which sit next to each other on the wheel compliment each other. But if the colours sit opposite to each other, they usually create a shade of brown. If you mix yellow, red and blue together, you will also create a shade of brown, which we discovered in one of our story books.

Every story book this week featured a plethora of colours. *White Rabbit's Colours* by Alan Baker featured a bunny that hopped into a blue, red and yellow paint pot. As she hopped from pot to pot, she covered herself in each primary colour. Red and yellow turned her orange, blue and red turned her purple and green and blue turned her green. *Mix It Up* by Henri Tullet had lots of paint blobs all through the pages and we followed the instructions of how to mix the primary colours together to make secondary ones. We had to tap on the blobs, shake the book, press the pages together and tip the book upside down, in order to mix the colours. What a fun book!

Throughout the week the children engaged with a variety of colourful experiences. Bicarbonate soda and coloured vinegar was provided for the children to make bubbly rainbow reactions in their discovery trays. The children were encouraged to create hues of the same colour in an ombre effect with primary coloured water too. Colourful puzzles were popular as well as our fine-motor activities where the children used small tongs to manipulate coloured balls and pom poms to create a rainbow and various patterns. At the art table, the children applied coloured crepe paper to their canvases and stuck it on using water. Once the crepe paper was dry, they peeled off each piece to reveal the colour that had transferred onto the paper. The children experimented with various techniques and patterns that looked very effective. They also experimented with creating various shades and hues by mixing primary colours together, adding white to create pastels and creating a grid of new and exciting colours they hadn't discovered before.

Our social and emotional story of the week was called *The Colour Monster* by Anna Llenas. This sensitive book encouraged the children to open up and discuss how they feel as some emotions can be confusing. Each feeling was represented by a different colour and the monster had various facial expressions and body language. We then played a circle game where the children found a coloured object in the classroom, put it in the corresponding feelings jar and shared an anecdote about when they have felt each emotion before.



Stage 4E

By Lauren Hall

Black = scared

"When I see shadows." – Rohan

"When I was sleeping by myself." – Ryunosuke

Blue = sad

"When nobody is around me and I feel alone." – Xavian

"When my little sister is angry at me." – Henry

Green = calm

"When I lay down on my bed and read a book." – Henry

"When I do a puzzle." – Oliver

Pink = Loved

"When mum gives me a cuddle." – Rohan

"When I play with my sister gently." – Ryunosuke

Red = angry

"When the TV has to be turned off." – Penelope F.

"When I have to go outside and play and I don't want to because Mum says I need more fresh air." – Oliver

Yellow = Happy

"When daddy, mummy and I play Dark Party." – Penelope F.

"When my daddy hugs me." – George

For a special treat we shared a huge container of rainbow jelly. The children enjoyed slurping each flavour and discussing how each colour naturally blended into the next to create the perfect rainbow. Happy days!

Next week we will use trial and error to explore construction and engineering during our learning and play.

Stay safe and well!
Lauren and Connie



Stage 4E: Colour Experiences



Stage 4E: Colourful Artworks



Happy Birthday!

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



25/08 - Hobson (4E)



27/08 - Femi (3E)



27/08 - Ashley (1E)

Congratulations!

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



**Kate, Francesco and Hugo (2R) welcomed
baby Francesca on 24/08/21**