



3RD SEPTEMBER 2021

REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER

Principal's Message

By Mrs Kath Boyd

"Better than a thousand days of diligent study is one day with a great teacher." (Japanese Proverb)

On Wednesday 1st September we celebrated **Early Childhood Educators' Day** at school. I thank our hardworking, dedicated staff each day for their wonderful contribution to the wellbeing and healthy development of the young children at our school, and it is fitting for our industry to be recognised and celebrated on a National level. My sincere gratitude to the many families who contributed to the extravagant luncheon facilitated by our fabulous Reddam Social Committee! Thank you also to all those parents who individually gave Educators cards, flowers, treats and messages. *Pictured above:* Handmade cards (Joyce) & origami lollypops (Sunny) from 1E mums. What a beautiful community we are a part of!

I came across a message for all Early Childhood Educators from the Australian Government and echo its sentiments: *"In this uncertain time of COVID-19, your role in children's lives has been more important than ever. You are without a doubt essential workers. You've had to be flexible in adhering to public health rules, managing your personal lives, supporting your children and their families. You are not immune to the emotional rollercoaster...yet, you have endured and continue to support your own family, the school's families and your career. You do this because you are professional. You are caring, passionate, dedicated, amazing Educators. Hats off to you, for making a difference in the lives of children & their families. Be kind to yourselves as you reflect on the importance of your work."*

Spring has sprung, and as a result the children and their Educators have happily been spending more time outdoors . . . creating, playing, relaxing, gardening, interacting, exploring nature and enjoying the glorious weather. We offer a wide choice of play-based, physically active learning experiences that link to children's interests, abilities, identity and prior knowledge. This physical activity is made up of both **spontaneous** and **intentionally planned active play** (child initiated and teacher led) and is done indoors or outdoors. As active role models, the Educators encourage the children to participate in physical activity for at least 180 minutes per day, of which at least 60 minutes is energetic play, spread throughout the day.

The benefits of being active for young children include:

- promoting healthy growth and development (gross & fine motor skills)
- improving cardiovascular fitness, balance, coordination, strength and posture
- maintaining and developing flexibility
- providing the opportunity to develop fundamental movement skills
- helping to establish connections between different parts of the brain
- improving concentration and thinking skills, confidence and self-esteem
- relieving stress and promoting relaxation
- providing opportunities to develop social skills and make friends
- improving sleep (www.healthykids.nsw.gov.au)

Principal's Message Continued...

By Mrs Kath Boyd

We are fortunate at Reddam ELS Lindfield to have four teachers who are accredited Munch & Move Educators (Luan, Natalie, Georgia & Kath). Munch & Move is a NSW Health initiative that supports the healthy development of children birth to 5 years by promoting physical activity, healthy eating and reduced small screen time. We are guided by the Munch & Move Program which fits within the National Quality Framework and the Early Years Learning Framework.

We are also a nationally recognised **SunSmart School**, and recognise that sun protection is needed whenever the UV rating is 3 or above. The UV index provides a measure of the intensity of the sun's UV radiation levels for any given day. Here's an abridged version of our [sun protection strategies](#):

1. Each day, Educators check the [sun protection times](#) for the Lindfield area using the SunSmart app.
2. Educators and children apply [SPF30+](#) broad-spectrum water-resistant sunscreen before going outdoors. Families are encouraged to apply SPF30+ sunscreen at home before prior to arriving at ELS. Educators reapply sunscreen on the children during the day as necessary.
4. Children are required to wear the [Reddam sun safe hat](#). Children without a sun safe hat will be asked to play in an area protected from the sun.
5. When outdoors, Educators and children will wear [sun safe clothing](#) (Reddam Multiform for S3 & 4).
6. Children are encouraged to drink [water](#) throughout the day to prevent dehydration and heat stroke. Water bottles are refilled during the day as necessary.
7. Many outdoor activities are planned to occur in [shaded areas](#).
8. We minimise [outdoor activities](#) in direct sun during peak UV periods of the year.

Wishing all families a joyful weekend and all dads a very Happy Father's Day on Sunday.

Pictured below: Tylor (4R) creating his own hedgehog inspired artwork.



“The eye never forgets what the heart has seen.” (Unknown)

Week 6 in 1R was all about **Zoo Animals and Wild Animals** - inspired by the book *Dear Zoo* by Rod Campbell, which has encouraged us to focus on animals. During outdoor play, we role-played and pretended to be lions, elephants and monkeys that live in the wild.

To start off our mornings, the children were offered to explore with wild animals, uninterrupted in their own time and space. Each day, the children were able to revisit this activity to engage in small world play, which included authentic grass land, natural loose parts with pine cones, wooden logs and shells, and some wild animal figurines, such as elephants, tigers, flamingos and many more. To encourage the development of fine motor skills and sensory stimulation, the children investigated to help find and rescue the wild animals that were lost in the hay. There were different colours of animals which can help reinforce children's knowledge of animal names, as well as enhance their colour recognition.

Our creative experiences this week invited children to create, using some string to the effect of the slithering snake. The children guided themselves as they used their fingers to paint on the paper, and used the colour green to represent the tree green snake. To inspire the children to make wild animals at night and experiment with ways of expressing ideas and meaning using a range of media, the materials on offer included glue, fallen leaves and googly eyes. The children glued the fallen leaves on paper and then added animal eyes onto the paper, which symbolises wild animals hidden in the dark behind the forest. To identify the zebra, we created a marble effect with the colours black and white and mixed together as a painting experience.

Our books of the week were *Rhino's Greatest Big Itch* by Natalie Chivers, *Milly, the Meerkat* by Oakley Graham, and *Hippo is Happy* by Rod Campbell. To set the background and enhance children's imagination, we listened to various animal sounds which inspired the children to mimic the sound of the animal figurine they were holding in their hand.

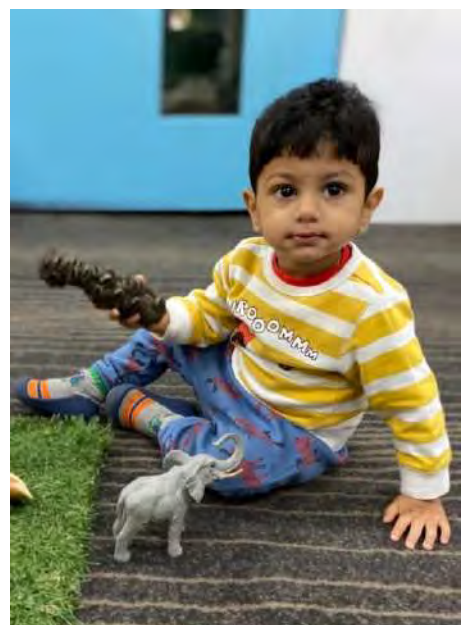
Next week, as an extension of our animal learnings, we will be focusing on **Farm Animals**.

We hope you have a lovely weekend!

Natalie, Doris, Fatima & Suki



Stage 1R: Animals Galore



Stage 1R: Sensory Art



“A nation that destroys its soils destroys itself. Forests are the lungs of our land, purifying the air and giving fresh strength to our people.” (Franklin D. Roosevelt)

Nature provides such wonderful opportunities for learning and we wanted these resources to be available and accessible to the young generation. Learning about **forests** helps deepen a connection about something very important, trees! Activities for children with a forest theme help children understand the different types of forests around the world, and why we should show care and concern for these great green spaces on our planet.

This week's literacy learning experiences focused on wildlife and their benefits. The humour in a quaint book titled *Poo! Is that you?* by Clare Welsh and Nicola O'Byrne was very much appreciated by the 1E children. In the narrative, Lenny Lemur detects a yucky smell and is on a mission to find out where it came from. This book contained interesting facts about the animals in the story which increases the children's awareness of the animal world and related habitats. *Superchimp* told of a monkey's adventures while saving his friends in the jungle. Both books displayed vivid images of jungle animals - increasing the children's language and vocabulary skills while demonstrating kind and helpful manners towards our friends. Significantly, the repetition in the stories encouraged word recognition and phonological awareness which are essential for the children's early literacy development.

More so, we provided sensory learning experiences for them to enhance their senses. Small world displays of a forest were evident throughout the classroom as we filled up the space with lush green foliage. We provoked them to practise their love and appreciation for trees by exploring the parts of trees such as the leaves, bark and branches, through the use of coloured jumbo chalk to scribble or draw on each natural piece. This experience evoked children's creative and imaginative skills, as well as practising their wrist manipulation and hand-eye coordination skills.

This week's theme aimed to encourage our enthusiastic learners to explore the trees in our play area and do some bark etching. Brown paper was placed around the trunk of the tree and the children rubbed chalk over it to mark the bark impressions. This was an exciting new medium for the children to experience and there were many giggles as they made their etchings.

Our children have been displaying wonderful interactions with their peers and Educators. We observed their prolonged attention and focus during our group time and free-play experiences. This displayed their confidence at play and their own learning journey.

Wishing a warm and restful weekend to everyone!
Charity, Heather, Suki, Resie, Fatima and May



Stage 1E: Into the Wild



Stage 1E: Where the Wild Things Are



“Technology is best when it brings people together.” (Matt Mullenweg)

Young children are developing a sense of initiative and creativity and are curious about the world around them. They are exploring their ability to create and communicate using a variety of media and through creative movement, singing, dancing and using their bodies to represent ideas and experiences. Digital technologies provide one more outlet for them to demonstrate their creativity and learning. So this week we decided to incorporate **technology** into our program.

To allow children to perform different roles and test their own creativity and the reactions and responses of those around them, we offered children office-themed dramatic experiences. 2R learned many things through trial and error and tried out various scenarios and situations. We had telephones, old mobile phones and computers for children to utilise aspects of technology as in their play experiences.

Our highlight of the day was creating art using the doodling robot. This robot contained a small motor that made it spin and shake to draw some spectacular patterns on paper. The vibration and spin helped this creative robot doodle a picture without guiding our hands. Moreover, the magnetic sensory trays offered children the opportunity to explore colours, quantity, pattern and cause and effect! They slowly moved the magnetic wands across the surface to explore how many metal pieces the magnet could collect at once.

2R offered to create AB and ABC patterns using pattern blocks and patterning cards that introduced children to different shapes, colours, symmetry and patterns. Children enjoyed balancing CDs on the cardboard tubes and creating some well-balanced structures. They admired the bursts of colours they made with them as they moved them around. Inspired by CDs, we created rainbows in our classroom using CDs by simply placing a paper on the wall and using a CD to reflect the light off the CD. We experimented with the positioning of the CD to get the nice rainbow onto the paper.

It's our job as adults, to find the right ways for our little ones to interact with technology. And to do this, we need to understand the ways technology impacts the children, and how to encourage the right use of it. The goal is for tech to have a positive effect on their behaviour and development, as opposed to a negative one and technology, when used correctly, can actually have a very positive effect on a child's development.

Hope you have a wonderful weekend with your dear ones. Enjoy to the fullest!
Sara, Manoela, Lizzie, Margaret, Kai, May and Angelica



Stage 2R: Exploring Technology



Stage 2R: Technological Artworks



**“Formal education is a walk through the zoo,
informal learning is a walk through the savannah”** (Stephen W. Hart)

Childhood is a time to be, to seek and make meaning of the world. Children's identities, knowledge, understandings, capacities, skills and relationships are shaped by environmental settings, holistic educational programs and play-based learning experiences that may stimulate all areas of children's learning, development, and well-being. In Week 6, we broke the journey into the **savannah ecosystem**. All savannahs are characterized by lots of grasslands, small trees, warm weather, and distinct wet and dry seasons. The key concepts developed within the living world focus are: living things have similar characteristics; are interdependent and interact with each other and their environment; living things and their features are related to the environments in which they live. Significantly, sustainable practices intentionally and unintentionally engage through natural play-based learning, that constructs a strong foundation of positive experiences with nature and self-awareness of human impacts on the Earth system.

During the shared-reading experience, we continued to engage in two main literary genres: narrative and informational texts. We explored the different purpose of the text which is the message the author intends to communicate. While narrative texts shape our imagination, creativity and emotional intelligence skills, informational texts extend our sense of wonder, curiosity, high-order thinking skills, and develop our children's knowledge of the world. Reading and listening to different literary genres affords their comprehension skills and builds critical content knowledge and vocabulary. We read a beautiful book titled *One day on our blue planet* by Ella Bailey. Accompanied with the little cub, we explored a range of nocturnal and diurnal animals. This book beautifully presented non fiction for young children, combining a gentle narrative with lots of facts.

On the provocation table, children engaged with the African Savannah small world. In the miniature African wildlife, our friends enjoyed feeding the giraffe, bathing the crocodile, and camouflaging the cheetah. Through their play, our little scientist identified the unique physical characteristics of each animal by playing a physical matching game and answering open-ended questions from a nearby teacher. Moreover, our children were invited to set up their Savannah small world. We challenged them by blending some farm animals on the table. Easton, Alison, Thomas and Liam spotted the difference immediately at the doorstep. They initiated the conversation by asking, "Why are farm animals on the table?" They started to sit down, sensed and let the lentils slide through their hands and set up a Savannah small world by adding a few trees and wild animals. Through this activity, the children reflected on previous knowledge of living things and the environments in which they live.

On the art table, we painted a giant tiger which we rolled marbles to paint the stripe. We put the marbles on the black tray to make them move. Our children practised their motor skills when they held the box and shook it. They observed the patterns made by the movement of marbles and identified the stripes on the tiger. The children extended their interests in tigers and developed their creativity. Also, with the love for numeracy play, Miss Mia challenged us to make patterns from beautiful rainbow pebbles. In this hands-on experience, a nearby teacher genuinely guided and scaffolded our friends to recognise the pattern and enhance numeracy knowledge. We made predictions about the colour of the next blank circle.

Hakuna Matata!
Mia, Carina and Suki



Stage 2E: Savannah Sightseeing



Stage 2E: Marble Tiger Art



“Art has the role in education of helping children become like themselves instead of more like everyone else.” (Sydney Gurewitz Clemens)

As we continue into the latter part of the term, the children have been enjoying exploring different art forms and the way that literacy envelops our everyday lives. This week, we take a closer look at artist **Paul Klee**, whose *“works reflect his dry humour and his sometimes childlike perspective, his personal moods and beliefs, and his musicality.”* In our ‘Morning Meetings’ we have been looking closer at some of his artworks. Through this art appreciation session, the children ask what they see, think and feel, and their responses show their love for art and imagination, with many comments on shapes, colours and relationships between their personal experiences. As a class, we have also been exploring **Auslan** by learning songs in sign language, and fruits and common foods. The children have picked up on the signs and are able to use them during our meal times, and as a result, making them more meaningful and inclusive.

Engaging children through their interests in a fundamental step in encouraging and supporting their learning. In our small groups, we aimed to include aspects of their interests to integrate alphabet knowledge. In one session, we used paper cups with letters on them to identify and then use a ball to kick over a specific letter cup. This experience encouraged children who love the outdoors and who love exerting their gross motor skills.

Another group explored letter-sounds by passing a bag with letters and objects around which were then pulled out. This engages curiosity and ability to take turns. The children are still developing their ability to differentiate letter sounds, but are confident in their ability to recognise the letters and objects.

As a class, we are beginning to touch on vowels and vowel sounds. Using masking tape and a marker, we have been sticking the vowel letters on children's fingers, which also corresponds to the vowel sign language. The children have started to think about what vowels they can hear in words whether it's in consonant-vowel-consonant (CVC) i.e. dog, or in words that have prominent vowel sounds i.e. pear or unicorn.

Creatively, the children have been using crepe paper and water to leach the dye out onto the paper to achieve a unique tie-dye effect, taking inspiration from our artist of the week. The use of dye has also carried onto another art experience where children used food dye, pipettes and salt to create colourful patterns and mixes.

Next week we take a closer look at the artwork of **Vincent Van Gogh**.
Grace, Pa and Margaret



Stage 3R: Auslan Learning & Creative Experiences



Stage 3R: Pre-Literacy Experiences



“Australians all let us rejoice, For we are one and free, We’ve golden soil and wealth for toil, Our home is girt by sea; Our land abounds in nature’s gifts; Of beauty rich and rare; In history’s page, let every stage Advance Australia Fair.” (Australia’s National Anthem)

Australia is famous globally for its natural wonders and vast array of wildlife. This week as we embark on our learning journey, we delved straight into the **Australian outback** to explore the weird and wonderful wildlife that inhabit this beautiful land. More than 80% of our plants, mammals, reptiles and frogs are unique to Australia and are found wild nowhere else in the world.

The children were invited to explore the red earth of the outback in our sensory trays with kangaroos, snakes and various other indigenous Australian animals. At our daily group times, we discussed what animals we have here in Australia and all the ones that are native to Australia. The children were intrigued to learn about these animals and their survival techniques in the wild and what factors are harmful to them, in addition to what their diet consists of.

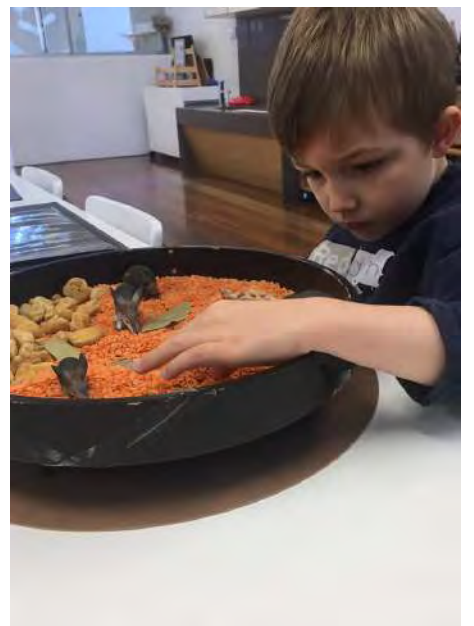
From creating clay echidnas to making feathery quolls and mirroring indigenous symbols with loose parts, the 3E children have embraced this learning with enthusiasm and confidence. Again, we came across the word ‘Endangered’ and discussed how we can help our planet, the environment and the wildlife that co-exists in it with us. The Guide to The National Quality Framework recognises the Early Childhood service’s role in supporting children to understand and appreciate the natural environment and the interdependence between people, plants, animals and the land. By supporting children’s love for learning about animals, we can help nurture those all-important feelings of connection and belonging. Research shows that we as humans have an innate biological interest in animals which sparks the instinct to care for or nurture other living things.

Next week, our learning journey takes us to exploring life on the farm and domestic pets. Our literacy focus will be on the letter ‘D’ as the children continue to master their letter sounds this term.

Have a wonderful weekend!
Deb, Priya and Kai



Stage 3E: Australian Animals



Stage 3E: Extra Snaps



“Mystery creates wonder, and wonder is the basis of man’s desire to understand.” (Neil Armstrong)

The opportunities that children have in the Early Years to practise their ‘habits of mind’ (or dispositions) are critical to their development. Educators value and emphasise children’s natural need to learn and to be curious through many learning opportunities in our setting. This week we have continued our provocation for the term - *The Living Planet* by exploring the continent of **Africa**, the children engaged with many learning opportunities within the classroom. For example, our small world area invited the children to an African safari play, exploring the animals that inhabit the region. A sensory experience included sand and natural resources with animals, just as you would see it when you have visited parts of Africa. To further children’s curiosity in literacy development, African animal picture cards challenged their cognitive skills as they represented each word on paper.

Our group discussions focused on gathering information of the African fauna through the eight major physical features of the continent, and by learning facts about each focus animals, such as the lion, elephant, leopard, rhinoceros and Cape buffalo - ‘The Big Five’ referred to by the Kruger National Park in South Africa. The cultural aspect of our learning introduced the nomadic ways many tribes live in Africa. This has sparked the children to wonder, experiment and create without a fear of ‘getting it wrong’ or making a mistake. Using recycled cardboard boxes, each child created their own African mask by inquisitively working on their craftsmanship with such focus and great attention to detail, as they cut, measured, glued and decorated their unique creations.

Research suggests that curiosity helps children to be more observant and to think about things and try to figure them out. When children explore their curiosity, they expand their vocabulary as they use language to describe what they’re thinking, seeing, hearing, or experiencing. We are very proud of the 4R children for demonstrating their broad range of deposition in their learning!

Wishing you all wonder and curiosity!
Veronika, Luan and Allegra



Stage 4R: African Fauna



Stage 4R: African Masks & Picture Cards



"It's not the beauty of a building you should look at; it's the construction of the foundation that will stand the test of time." (David Allan Coe)

It was another busy week in our classroom, where our provocation focused on **Construction and Engineering**. During our morning sessions, the children explored our building corner, where high vis vests, hard hats and tools to manipulate were provided for them to assume the roles of construction workers. A large rectangular cardboard box was also used to hammer, measure and screw nuts and bolts into, as well as our engineering sets. At the learning tables, the children explored a range of stacking and balancing resources, challenging themselves and using trial and error to carefully position each item so they didn't fall down. Discovery trays featured small diggers, yellow sand, rocks and sticks to manipulate and role-play with, and small wooden cubes and blocks invited the children to engineer a structure of their choice.

Our story books of the week included *Let's Build a House* by Mike Lucas, where we learnt how a house was constructed from start to finish. The process started with a concrete slab on a piece of land, then the wooden frame, brickwork, roof, plumbing, painting and the clearing of the worksite took place before the family moved in. We then identified some of the tools that were used including a hammer, screwdriver, saw, wrench, spanner, nuts and bolts, screws, measuring tape and mallet. Another story the children enjoyed was *Rosie Revere, Engineer* by Andrea Beaty. We read how young Rosie loved collecting scraps and materials to make new inventions and she learnt the importance of persisting with her designs. *Demolition, Construction and Roadworks* by Sally Sutton, also illustrated the processes of tearing a building down to make room for a new playground, building a community library, and how roads are laid down. The children were amazed at all the steps involved and how hard the construction people work.

Inspired by our story books, the children assumed the roles of construction workers and delegated each other jobs to do. Cardboard boxes, large blocks and pool noodles were used to create a construction site. George and Rohan measured the materials, Henry and Oliver hammered and screwed in the nuts and bolts, Olivia made sure everyone was working safely, and Emma and Poppy used the hoses to keep any electrical fires at bay. The children explained that they were making a house for everyone to live in, including lots of animals. It was wonderful to observe the children working cooperatively together and sharing their ideas about how they wanted the house to look. They even followed the step-by-step process from our *Construction* book where they made the frames, the roof, installed paper windows and pool noodle plumbing, and used some string as the electrical wires. The children were very proud of their efforts!

Next week our S.T.E.A.M. provocation continues with an investigation into **solids, liquids and gases**.

Stay safe and well!
Lauren, Connie and Priya



Stage 4E: Construction and Engineering



Stage 4E: The Construction Site



Happy Birthday!

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



31/08 - Jessie (3E)



02/09 - Ethan (4R)



05/09 - Viggo (4E)

Lindfield Chamber of Commerce Father's Day Art Competition

Congratulations to our Reddam ELS Lindfield winners!



1st Place - Henry T. (4E)



2nd Place - George M. (4E)



3rd Place - Penelope C. (4E)

2021 Early Childhood Educators' Day

A big 'Thank You' to our Reddam Families for organising such generous, delicious treats for our wonderful and dedicated Educators!



Thank you to these families for contributing to the Early Childhood Educators' Day luncheon

