



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

17th September 2021

Principal's Message

By Mrs Kath Boyd

The incredible children presently attending our ELS are **Generation Alpha** (anyone born between 2010 and 2024). Although the majority of Alphas are very tech savvy, it is essential that practical skills and hands-on competencies are developed. Considering this, our teaching teams provide fun, educational resources which develop specific skills such as STEAM (Science, Technology, Engineering, Art & Maths), social competencies, entrepreneurial skills, strength and coordination, innovation and resourcefulness.

There are many different ways our Educators interact with the children when supporting learning at school. The most common approach during teacher-child interaction is **scaffolding**. Our Educators may choose to:

1. Model concepts to a child or a group of children.
2. Work together with a child on something (with the child doing what they can and the Educator doing the rest).
3. Encourage the child to do or demonstrate the concept on their own. Educators will do this if they feel confident that the child already knows the concept or can do the task without support. A perfect example of this is pictured above: 2R peers independently engaging in a creative, scientific experience.

Scaffolding is particularly important during **numeracy** experiences. Numeracy is the "capacity, confidence and disposition to use mathematics in daily life." (Fleer & Reban) Children gain new mathematical understandings by engaging in problem solving experiences. It is essential that the mathematical ideas with which young children interact are relevant and meaningful in the context of their current lives. *Pictured above: Stage 2R children painting on ice.*

"Go down deep enough into anything and you will find MATHEMATICS." (Dean Schlicter)

Our ELS Teaching Teams deliberately plan for activities which support beginning development in numeracy. They use a rich mathematical vocabulary to accurately describe and explain children's mathematical ideas and to support numeracy development. Spatial sense, structure and pattern, number, measurement, data argumentation, connections and exploring the world mathematically are the powerful mathematical ideas children need to become numerate.

- When we talk about 'edge', 'side', 'top' or 'bottom', children are learning about **area**. Helping children pay attention to this concept helps them later on when they will measure these surfaces and make comparisons. Filling a cup encourages children to think about **measurement**. Words such as 'full', 'half a cup' and 'empty' help children pay attention to measurement. Later children will learn that measuring how much is in a cup is about **volume** and will use words such as 'litres' or 'millilitres'.

Principal's Message Continued...

By Mrs Kath Boyd

- Young children already have some **spatial knowledge** that we build upon in our programs. Using everyday words to describe shapes such as 'a raindrop', 'egg shape', 'curved' and 'round' are important for helping children understand **shape**. Over time children will use words such as 'triangle', 'square' and 'circle'. These words help children to talk about the shapes in their environment. Noticing and studying shape is important for learning **geometry** later at school.
- Children will share by saying 'one for you' and 'one for me' until nothing is left. Later children will learn that sharing is about **division** and will know what to do with the 'leftover'.
- **Position** (where something is) and **direction** (where they go) are key ideas in mathematics. Children learn that there are words (e.g. 'upside down', 'next to', 'behind') which describe position.
- 'High' and 'low' . . . 'big' and 'little' - these words are important for learning about **measurement** and **comparison**. Children will eventually use centimetres (cm), kilograms (kg) and degrees to measure and compare more accurately or to find out 'How much more?'
- 'Grouping things together' is about noticing if something is the same or different. We may start by sorting colour and end up sorting by size. Later, children keep using the same sorting system (**classification**) and can tell you how they sorted.
- When children are lifting and carrying things they will talk about 'heavy and light' and 'big and small'. Eventually they will notice that the biggest thing is not always the heaviest or the smallest thing not always the lightest. These activities and related conversations help children understand about **mass** (how dense something is).
- Children hear words like 'half' or 'quarter' every day. Having lots of experiences with splitting things into equal amounts helps children understand **fractions** later.

Wishing all families a peaceful weekend.

Pictured below: Lily and Rory (1R) sharing a special moment.



“Bloom: (noun) A beautiful process of becoming.” (Unknown)

Week 8 in 1R was all about **Gardening and our Natural Environment**. We are so lucky here at Reddam Early Learning Lindfield, to have such a lovely natural environment that surrounds us. Throughout this week, the children went for a walk around the school with their Educators to look at all the plants that are growing and also the veggie garden that is under construction.

Gardening encourages children to explore, investigate and extend their knowledge of the world around them. We introduced brussel sprouts, oats, fresh leaves and flowers from the garden and mini pots to evoke their interest in gardening and encourage an appreciation for mother nature. During outdoor play, the children have been enjoying watering the plants as they need to be hydrated and there was share taking as well.

Each morning the children have been invited to learn rich and colourful discoveries and offered to explore various flowers and herbs that they can touch and smell to enhance their senses. Also, our garden sensory play invited the children to harvest the veggies, to explore the oats and to work on their fine motor skills by picking the veggies and oats with spoons and cups. The children demonstrated their enthusiasm in the learning experience, as they focused on scooping the oats up and filling the cups with oats and touching the broccoli and leaves.

During group time, we read a story named *I Grow in Grandad's Garden* by Brian Andrew. Following that, the children were invited to observe vegetable seeds, including cucumber, sweet corn and capsicum. Additionally, we did a learning experience of a seed bag where we put some cotton balls in a bag and sprayed some water before adding the seeds. The children demonstrated themselves as curious learners when observing the seeds carefully. This offered a great opportunity to them to watch seeds go through each phase of growth.

Following our creative learning experience, the frozen flower painting, it engaged the children in manipulating these flowery cubes and paint brushes. This is a great opportunity to explore with their fingers and feel the chilly sensation of the ice cubes.

Next week we will continue on with **Minibeasts**.

Hope you have a nice weekend!

Natalie, Doris, Suki and May



Stage 1R: Investigating Nature



Stage 1R: Creative and Sensory Experiences



“We need to save the Arctic, not because of the polar bears, and not because it is the most beautiful place in the world, but because our very survival depends upon it.” (Lewis Gordon)

It is so important that we address environmental issues through education. Early childhood setting would be the best way to start and explore these issues through teaching the young children respectful ways to protect the environment they live in. And one way of educating them is through our explorations of the **Polar Regions** which are crucial for our survival as they have been found to react acutely to fluctuations in climate and temperature.

This week, the children not only enjoyed playing with polar animal figurines but at the same time extended their fun learning in appreciating the magnificence of these important parts of our Earth through varying sensory, gross motor and creative experiences. We placed some ice around the trays and blue salt as pretend snow in icy water. The children were observed positioning the polar animals in different places and made up interesting associations with them. A small world tuff tray of the Polar regions was also one of the children's best when we included polar animals such as penguins, walruses, polar bears, sea lions and more for them to increase their imaginative play and enjoy the world of these extreme environments.

For our STEAM experience, we invited the group to witness a science experiment of melting ice using hot water. This was a great way to introduce them to the concept of hot temperature and how we should be careful around it. More so, our creative way of extending this week's topic was engaging the children to create their own process art using a silhouette of a polar bear and inviting them to finger paint over it leaving a wonderful pattern of a polar bear on their papers.

We extended this icy learning experience with our own version of fun and adventure, by promoting movement and balance to our children. Using big-size paper cut out like icebergs, we modelled the fundamental movement of hopping from one iceberg to another. So much fun for our children, especially when we all pretended to waddle like penguins just like Adelie from the book called *One Day on our Blue Planet... in the Antarctic* by Ella Bailey.

We have observed the children confidently explore their learning environment through social relationships and sensory plays. We hope that our constant appreciation of our Earth can develop awareness and consciousness from these young learners to protect and build a more sustainable, safe, secure habitat for us all.

Wonderful and restful weekend to everyone!
Charity, Heather, Fatima, Resie, Kai and Lizzie



Stage 1E: The Polar Regions



Stage 1E: Polar Bear Silhouette



“We are part of this universe; we are in this universe, but perhaps more important than both of those facts, is that the universe is in us.” (Neil deGrasse Tyson)

Learning about the **Solar System** at a young age can really inspire astronomy as a passion, ignite imaginations and encourage a long-term fascination with outer space. The natural inquisitiveness that children possess will spark eager research and discovery about our universe. This week, 2R discovered outer space and learned that next to our planet Earth there are seven other planets in the solar system, as well as many dwarf planets, moons, and of course, the Sun. Our solar system is in a galaxy called the Milky Way. There are so many galaxies in the universe.

Children enjoyed a variety of engaging space-themed learning experiences throughout the week to create space-themed mini-worlds. They enjoyed the galaxy playdough and water beads, discovering the moon dough, manipulating moon dust trays, creating constellations using sand and gems, discovering galaxy black beans trays, making stretchy universe slime, and learning and observing that our universe is stretching out in all directions just like slime. Along with all these learning experiences, we had different sizes of planet-looking marbles, gems, mini astronauts, spaceships, rockets and so many more spacey loose parts. The children added imagination, storytelling, oral language, cooperation, sharing, turn-taking, counting, sorting to all these sensory experiences.

They created lots of stories about moon landings and explorations. Moreover, with all of these experiences, they developed their fine motor skills, creativity skills through imaginative play and storytelling and maths skills by counting and sorting objects. As children manipulate objects and explore through their senses, they are developing key strategies for problem-solving. Guessing, experimenting, testing assumptions, and drawing conclusions are all foundations for the scientific method. Our art of the week involved creating marbled moons using shaving foam and black food colouring and they also created their very own and unique planets using paint in different colours.

It can be difficult to explain the subjects that children can only use their imaginations to understand. While they are a toddler, they are learning all about the world around them and taking in as much knowledge as they can each day. We, as adults, should take the time to slowly teach them about the topics that interest them such as the stars, planets, sun and moon in simple terminology, so we will be able to teach them about the entire universe around them and enlighten their minds.

We hope that you're all going to have a very enjoyable weekend!
Sara, Manoela, Lizzie, Angelica, Kai, May and Mayu



Stage 2R: In a Planet Far, Far Away



Stage 2R: We Have Lift-Off



Stage 2R: Planet Creations



“When children are able to touch their learning, experience it in real life, their understanding seems to emerge like snap peas peeking out of the fresh dirt. Their green tips poking above the nourished and moist earth. Nurtured with care and attention, they stretch and reach for fresh air and sun. In time, leaves unfold, fruit appears, and the peas know.” (Kelly Feille)

Throughout this week, we stopped our yellow school bus in a beautiful city - Sydney, to explore the **Urban Ecosystem** and the land we live on. We engaged in various construction activities, gardening, engineering and sustainable discussion. The construction project not only focused on the roles of constructors, architects, engineers, builders but also appreciated the values of sustainability and acknowledgment to the traditional owners and country. The learning experience also strengthened children's sense of identity, belonging, community, and place through connecting their social experiences and prior knowledge.

On a thrilling roller coaster of fun and excitement, we explored the lives of other living things in the city through beautiful books, such as *The Subway Mouse*, *A Bird and a Bag*, *The Secret Sky Garden* and many more. After a few weeks of learning about wild animals and their environment, we observed the life and adaptations of the 'city' animals. These books greatly emphasised the importance of sustainability as cautionary tales about taking care of our environment. Extending on the beauty of these books and the children's imagination and creation, the children built up their own cities with wooden blocks and added watercolours by using puppets. Additionally, we invited our children to join in a miniature sensory gardening experience with natural resources.

Construction-based activities encourage children to express their ideas and expressions via a range of media and materials. The City Block Painting focus was to recognise geometric figures by choosing basic shapes from the construction wooden blocks in a variety of sizes to create a 2D abstract dream city. In creative art processes, artistic communication does not merely focus on final products but the processes of making, selecting, and presenting.

This week's focus provided rich learning opportunities and open-ended resources that children use in their everyday language and vocabulary to describe mathematical attributes and mathematical concepts. Our 2E children persistently engaged in building with wooden blocks and stacking cups, which promoted not only the development of spatial awareness, physical and cognitive development, but also opened opportunities for teaching about gravity, logical orders, and comparison of surface and volume. Significantly, 2E engineers have expressed their interests in magnetic blocks by turning 2D pieces into a zoo, a birthday cake, a city and dad's office. Magnetic blocks enable children to create 3-dimensional objects using 2-dimension pieces that strengthen children's imagination, understanding of patterns and spatial intelligence.

Have a wonderful weekend!
Mia and Carina



Stage 2E: The Urban Ecosystem



Stage 2E: City Block Art



“Matisse got as close as one can get to heaven with a pair of scissors.” (Romare Bearden)

From painting to collage, this week we look to **Henri Matisse** to see how artists adapt, change and create new works of art. Using the book *Henri's Scissors* by Jeanette Winter, the children were able to see the progression of Matisse's career and journey into the art of collage. When asking the children what they saw, many commented on shapes and suggested “coral” and “leaves”. The children also commented on the bright colours and interesting arrangement, namely, the use of his bedroom walls to display his paper garden.

Our creative art this week uses Matisse's work as inspiration to cut different shapes and arrange them purposefully on paper and our classroom wall as a homage to his indoor garden. The children applied many different techniques while cutting, using long and big shapes, small ones and playing with arrangements and negative space.

Revisiting concepts and skills provides children the opportunity to extend and consolidate new skills, and this week's sensory table experiences saw children using skills previously learned. Using chalk, a butter knife and shaving foam, the children scraped chalk pigments onto the foam, creating colourful peaks and patterns. Some decided to print their patterns onto paper, whilst others mixed it into the foam.

Letter Sound Bingo has been enthusiastically requested by the children, so taking it outdoors, the children have been practising letter recognition and sounds with two different bingo cards. One has only letters, the other has only pictures. The difference in these cards allows children to challenge themselves and work together to understand key alphabet awareness and knowledge.

Next week we are looking at Russian artist **Wassily Kandinsky**.

Enjoy your weekend!
Grace, Pa and Margaret



Stage 3R: Inspired by Henri Matisse's Paper Cutouts



Stage 3R: Shaving Chalk & Letter Bingo



“Every child is born a naturalist. Their eyes are, by nature, open to the glories of the stars, the beauty of the flowers and the mystery of life.” (Ritu Ghatourey)

Whales, sharks and dolphins, oh my! Driven by curiosity, people seek to explore the world. At no time in life is curiosity more powerful than in early childhood. This week in 3E, the children dived straight into the big blue as we explored the **ocean** and the animals that inhabit it. We took a look at all the weird and wonderful life forms that make up this fascinating ecosystem that our planet so strongly depends on. We investigated the various aspects of ocean life, from the migration of the majestic whales to the survival tactics of even the tiniest octopus. In addition to this, we discussed the importance of the oceans to our planet as a whole and the ways in which we can help to look after it.

The children were invited to get creative and artistic as they made their own jellyfish, pufferfish and marbled seahorses. There were ample opportunities for exploration and discovery learning with lots of multi-sensory, hands-on activities such as beach-meets-ocean sensory trays, water play fishing, small world ocean play and exploring the depths and layers of the ocean with our blue fizz experiment.

Together, we engaged in some dramatic play as we pretended to snorkel above the magnificent coral reefs and explore all the life within, spotting tropical fish, turtles, and seahorses among various other animals of the big blue. As we delved further into the deep underwater world and it's majestic animals, we learnt some facts about them, what they eat, how they survive and similarities and differences between them.

Next week, we will be soaring high and low on a learning journey of some feathered friends as we dip into the world of birds and seek to understand them better, from aquatic birds, to those that fly high to those who can't fly at all and what makes each type unique.

Have a wonderful weekend!

Deb and Priya



Stage 3E: The Big Blue Ocean



Stage 3E: Underwater Inspired Creations



"We are one, but we are many. And from all the lands on Earth we come. We'll share a dream and sing with one voice. I am, you are, we are Australian." (The Seekers)

In Term 3, each week we have travelled across the globe, visiting a continent through books, factual information and virtual tours, as we explore our *The Living Planet* provocation. It was so exciting to finally arrive home to **Australia**. Our fascinating learning journey became more captivating through the exploration of the country we all adore and call home.

The excitement on the children's faces and the vast knowledge they eagerly shared about Australia manifested their sense of belonging, displaying their empowerment of self. We investigated the history and cultural beliefs of **First Nations Peoples** by being introduced to traditional foundations, way of living and connection to land. Connection plays an underlying component in the way First Nations Peoples live by: to each other, to land, to nature and to natural elements. This is seen through their art, dreamtime stories, practises, ceremonies and symbolic literacy extending back to thousands and thousands of years.

Being one of the oldest cultures in the world, including a wide range of groupings with over 300 languages, to develop a meaningful understanding, we have focused on **Guringai People**, who have inhabited the North Shore area, on whose land we live and learn. The children's awareness of understanding the Acknowledgement of Country has been emphasised at our school on a daily basis and we have furthered this by learning **Dharug language** key words, such as Warimi (hello or welcome), Budyari (good), Biyal (no) and Yuwin (yes).

First Nations Peoples use symbolism as a written communication form through art and this is fundamental to cultural preservation as it allows customs and beliefs to continue over time. The children's curiosity was sparked by this unfamiliar way of written communication as they explored the literacy table and Indigenous symbols cards, eagerly wanting to make meaning and learn what the symbols represent. Indigenous symbols can be found in rock art, which has inspired the class to paint on objects such as dry play dough. Using natural materials in making the Aboriginal flag connected art with land, a representation of First Nations Peoples beliefs adapted to a classroom activity.

There is so much more we can investigate of the Indigenous culture, such as dreamtime stories, ceremonies and bush tucker. An exploration to be continued next week!

Veronika, Georgia and Allegra



Stage 4R: Australian and Aboriginal Flags



Stage 4R: Inspired by Indigenous Symbols



This week, the curious children in 4E explored **working with paper**. We thought of various ways that paper can be used for, such as the children's interest in origami, writing, drawing, cutting, painting, decorating and making pictures. But where does paper come from? The class watched a short documentary about how cellulose fibres are extracted from a variety of trees and converted to pulp. The pulp is combined with water and placed on a paper making machine where it is flattened, dried, and cut into sheets and rolls. This documentary then led to a discussion about the importance of using paper thoughtfully and always recycling it so it can be used again. The less trees we cut down, the better as trees are homes to many animals and trees help keep our air on oxygen clean. One of our stories of the week included *The Great Paper Caper* by Oliver Jeffers. When the trees started to mysteriously disappear in the forest the only course of action for the forest dwellers was to begin a full-scale investigation. The children responded with many questions and comments about how it was wrong to cut down so many trees just because some animals wanted to use so much paper.

Another story the children enjoyed was *More-igami* by Dori Kleber. We met Joey, a boy, who loved things that folded such as maps, folding beds and accordions. One day he discovered the Japanese art of origami and became obsessed with it. However, he learnt that mastery requires plenty of practice. We then talked about how it is important to be persistent and we need to be patient if we ever want to be really good at something. At the end of the book, there were instructions on how to make an origami ladybug. The children excitedly asked if we could try to make it so we sat in a circle and followed the instructions. The origami making continued throughout the week with the children folding many animals including a turtle, fish, fox, rabbit, frog, duck and cat. After listening to the true story of Sadako and the 1,000 Paper Cranes, the children were also challenged to fold their own cranes. In Japan, it is believed that if a person folds 1,000 cranes, their wish will come true. Although Sadako succumbed to her illness at such a young age, her wish for hope and peace lives on.

"I will write peace on your wings and you will fly all over the world." (Sadako Sasaki)

Around the classroom, the children engaged in spring-inspired sensory trays, manipulated playdough with flower cutters, they built apple trees with wooden pieces in a puzzle-like construction experience, matched different types of leaves and made paper collages using crepe, tissue and scrap paper. During the week, the class also conducted some paper experiments. The children cut out water lilies out of paper, folded their petals inwards and watched their flowers bloom in a container of water. Later in the week, the children cut out paper propellers that spun around in the air when dropped from a height that mimicked a helicopter. We couldn't explore paper without making some paper planes as well. The children folded many different designs to see which ones would successfully fly smoothly through the air. There were some pretty impressive flights!

It was wonderful to see the children so interested in their origami folding this week and demonstrating such persistence. Next week our provocation will incorporate the children's interest in cooking, where they will explore quantities, measurements, and the process of following a recipe.

Stay safe and well!
Lauren, Luan and Connie



Stage 4E: Working With Paper



Stage 4E: Spring Inspired Artworks



Happy Birthday!

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



13/09 - Isabel (3E)



17/09 - Abigail (1E)



17/09 - Felicity (1E)



18/09 - Arley (2E)

Happy Birthday!



18/09 - Emily (1E)



19/09 - Thomas (2E)



19/09 - Lucas (1E)