



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
ELS

24th September 2021

Principal's Message

By Mrs Kath Boyd

Dear Parents,

We have arrived at the end of another incredible term of learning and discovery here at Reddam ELS Lindfield. Both in person and online, the teaching teams have exposed the children to a wide variety of learning opportunities, all of which encouraged self-expression, communication, logical thinking and problem-solving. I'd like to take this opportunity to thank Georgia (Google Meets) and Lauren (Google Classroom) for skilfully facilitating the superb online learning programs for those children at home. We are very much looking forward to welcoming back all remaining children and staff members who have been 'locked down' since the beginning of next term.

One would assume that after 10 weeks of such an interactive, creative and academically rich educational program the children would be exhausted. . . but instead they remain keen and happy participants in their learning journey. Their thirst for knowledge has only increased! **"The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences."** (Loris Malaguzzi) This past week saw the children and Educators in our ELS drawing together the lessons learned and activities enjoyed during the Term 3 provocations. Furthermore, the majority of children have been in attendance – which has been wonderful! All of these provocations and related learning experiences nurtured every child and their interests individually. Each Core Teacher has reflected upon the past three months below:

Natalie (1R) – *'What a journey we had in Term 3, from exploring the interests of the children to seeing them engage in literary, manipulation, music, imaginative and creative learning experiences. The children now recognise each other's names, it's clear they are beginning to build genuine friendships.'*

Charity (1E) – *'The children in 1E have demonstrated excellent independence and self-confidence over the past term. These skills have allowed them to build beautiful friendships and develop a sense of security towards their Educators. It is rewarding to see how they have flourished into such confident and involved young learners ready to take on the next stage of discovering.'*

Sara (2R) – *'I am so proud of our school, all my colleagues and their commitment to delivering quality early childhood education throughout this crisis. Our school is so much more than a place to learn, it is a place to feel safe and loved.'*

Mia (2E) – *'Our 2E friends' verbal and non-verbal responses to daily routine and learning experiences were highly valued to optimise their academic engagement and cater for each individual's needs. Significantly, we thank you parents - the first teachers who share their child's stories, concerns, achievements and interests. These short conversations support us in integrating the children's interests and prior-knowledge in the learning environment and experiences.'*

Principal's Message Continued...

By Mrs Kath Boyd

Grace (3R) – *'This term the children have shown immense resilience as they continue to engage at school with big grins, giggles and enthusiasm. Throughout the term, the children have been learning about art, art forms and artists and we have seen the children's understanding and appreciation blossom. Friendships have been formed and strengthened, with many children now beginning to move away from parallel play and engage more in reciprocal play.'*

Deb (3E) – *'We are so very proud of our wonderful 3E children and have marvelled in their enthusiasm and willingness to approach every situation with gusto. They have established strong bonds and friendships as a result of their learning journey together, further developing their sense of belonging to their class, and to their school community. We wish to thank all of our fabulous families for their support and for participating in our learning experiences from home, helping us all to feel more connected.'*

Veronika (4R) – *'I am drawn to the quote "We don't grow when things are easy, we grow when we face challenges" and can wholeheartedly say, that I have grown from this year's challenges: adapting to lock down, developing the learning program from a distance and teaching children online. Here, at Reddam ELS Lindfield, we are incredibly blessed to have like-minded Educators, who demonstrated their strength by working collaboratively.'*

Lauren (4E) – *'It's been a busy and productive term in our 4E classroom. The children are leading their own learning, wanting to be challenged, and gaining the confidence to ask more questions to enhance their knowledge and understanding. Our friends at home have also benefited from our Weekly Programs through remote learning and Google Classroom, and it's been important to maintain that sense of connectedness for all of the children who miss their friends.'*

I offer my sincere thanks to all those who have contributed to a successful term. The amazing Educators have once again provided a warm and caring environment, conducive to learning and self-expression. Jennifer continues to offer incredible administrative support to myself, staff and parents (current and future). And, of course, you . . .the parents and families, for your unwavering support of our school and your willingness to adhere to all suggested Health & Safety Protocols without hesitation. Thank you for your continued support, kindness, patience and understanding during this time.

Term 3 Vacation Care Program

The next two weeks will be filled with engaging activities as we relax into our **Vacation Care Program**. The focus will be **Classic Fairy Tales** (Week 1) and **The Four Seasons** (Week 2). An overview of the VCP was emailed to each family yesterday. Thank you to the marvellous teaching team for working with me to design this creative program. Some activities request pre-planned child participation so please review the program in advance. If your child will not be in attendance during the VCP, please be sure to email Jennifer and your child's Core Teacher the relevant information ASAP. **Please note: The ELS is closed on Monday 4th October (Labour Day Public Holiday) and Term 4 commences on Monday 11th October.**

Enjoy your weekend! Pictured above: 3R Adventurers. Pictured below: Our little Beekeeper, Felix (2E)



"If you truly love nature, you will find beauty everywhere." (Vincent Van Gogh)

We have continued to focus on our natural environment in 1R by delving deep and learning all about **Minibeasts** - ants, bugs, spiders, beetles and other little creatures. Each day, the provocation table was set up with various insects and the children acted as insect investigators, finding the creepy crawlies under the leaves. They found many different types of insects whilst exploring with their magnifying glasses. The table was complimented with a collection of beautiful flowers and greenery, which gave a great visual representation of the natural world around us.

Furthermore, the children have been displaying their interest in sensory and creative experiences, from engaging with spaghetti worms to colourful butterflies. The spaghetti worms offered the children a great opportunity to explore their sensory skills, due to the focus on feeling the sliminess of the spaghetti which we then added dirt and bark to, in order to create a habitat similar to what worms live in. The children explored a very precise fine motor activity with pipettes, enjoyed the yellow food colouring experience as part of our bee focus, displaying their focus and concentration.

As part of our outdoor experiences, we collected sticks to create our very own spider webs. We used black yarn to represent the web and the teacher demonstrated how to twine the yarn between the sticks. Our story this week was *The Very Hungry Caterpillar* by Eric Carle. The study was enhanced by the children watching a short video clip, presenting a lovely story about how a caterpillar turns into a butterfly. We then followed on this idea with a creative experience of making symmetrical butterflies. These artworks turned out to be both beautiful and colourful at the same time! We also sang *Incy Wincy Spider* and then looked at some drain pipes of our own to see how many spiders really hang out in the drains.

To wrap up Term 3, we have revisited the experiences the children have really enjoyed as part of this term's provocation, based on their interests. We are looking forward to a fun-filled vacation care program commencing next week.

We hope you have a lovely weekend!

Natalie, Doris, May and Angelica



Stage 1R: Spaghetti Worms and Exploring Minibeasts



Stage 1R: Butterfly Symmetry Painting and Bee Art



“If we want children to flourish, to become truly empowered, then let us allow them to love the earth before we ask them to save it. Perhaps this is what Thoreau had in mind when he said, “the more slowly trees grow at first, the sounder they are at the core, and I think the same is true of human beings.” (David Sobel)

All education and care services are required under the National Quality Standards to educate and support children to embrace sustainable practises. Quality Area 3 includes an element (3.2.3) to ensure services 'care for the environment and support children to become environmentally responsible' (Guide to the National Quality Framework, 2018).

At Reddam we have taken this approach into our programs, specifically this term's provocation theme about **'Earth and The Four Seasons'**. The powerful quote mentioned above is such an eye-opener to all adults on how we want our young generation to value and respect the world they live in and become stewards for future generations. Through early education, we are exploring current environmental issues and most importantly embedding in them love for Mother Earth's grandeur. 1E continued to promote and practice responsible recycling and as well as an appreciation of the Earth's vast resources. Teaching children from a young age would create a positive habit for them that they can practice in their lifetime most especially at taking roles in respecting their environment and appreciating its natural wonders and beauty.

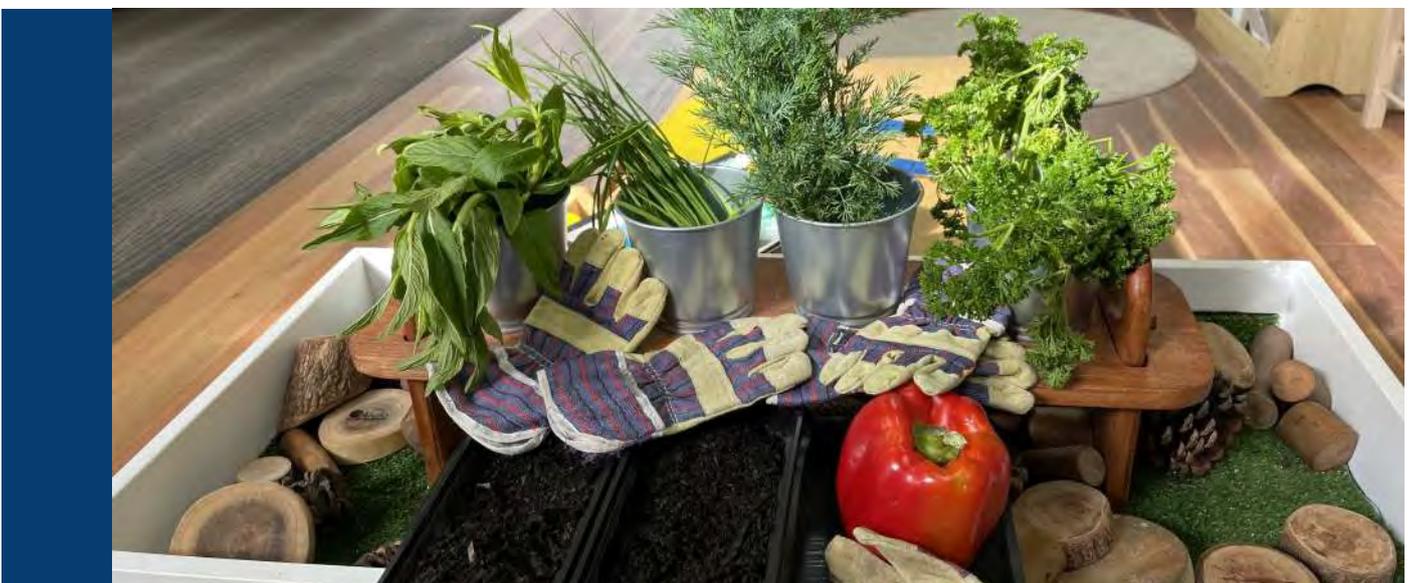
Positive role modelling of sustainable practises such as selective waste recycling, conserving energies such as turning lights and water when not in use and using sustainable tools and materials in learning activities are just a few of the actions we have taken on board alongside our little learners and 1E community. On this note, we wanted to extend our appreciation to everyone who participated in these activities and sustainable initiatives. Your positive response creates a domino effect on our young learners and at the same time builds in them great love for the world they live in.

What a marvellous term of learning and giving importance to our natural world. May we all take time to appreciate and say THANK YOU, EARTH every day of our lives may it be with our children or personally. :)

A gentle reminder, Vacation Care Program will commence next week and focus on the themes: *Classic Fairy Tales* and *The Four Seasons*. Surely another two weeks of fun and learning!

May you all have a wonderful weekend and happy holidays ahead!

Charity, Heather, May, Fatima and Resie



Stage 1E: Gardeners of the Future



Stage 1E: Sustainability



The Earth is what we all have in common. (Wendell Berry)

This week, we decided to encourage children to connect and contribute to their **Planet** to broaden their experiences and awareness of the world around them. Our aim is to educate the next generation to be more mindful of the choices they make and how they will affect the future of the planet. By knowing how special our planet is, children will be more willing to conserve the resources on it and formulate their ideas about the small steps they can take now to help protect our Earth.

Throughout the week, children enjoyed a variety of engaging experiences to discover more about their home. Shaving cream Earth and Earth slime sensory experiences challenged children's imaginations and language skills through storytelling. They sorted the animals based on where they lived: land, water, or both.

We discussed how to make planet Earth a thriving environment for animals by adopting rescued animals and being respectful towards all of them and reducing trash on the ground and in water too. 2R's little artists created their very own Earth using balloon stamping which improved their creativity. Moreover, the loose parts provocation to create Earth image was another experience for them to express their creativity. Another experience involved children experimenting with water absorption by the Earth-Water Science Absorption Experiment. Our green thinkers soaked the cotton balls and pads and made mini Earths. They experimented with mixing the colours and testing how much the cotton pads and balls held the water drops by counting the drops.

The highlight of the week was discovering the layers of the Earth using playdough layers, which helped the children to be able to explore the layers of the earth, hands-on. Using a hands-on activity such as this, helped 2R be able to conceptualise what they were learning and be able to retain it.

The best way to show children how to care for the earth is to model earth-friendly behaviour. We should make changes in our own life that promote energy conservation, recycling, and giving back to the community, and show the children the importance of taking personal responsibility for our planet. Hopefully we helped our little ones to show respect, care and appreciation for their natural environment and also build their identity and sense of belonging as we all belong to this fascinating blue and green planet.

We hope that you will all enjoy your weekends by any and all means!
Sara, Manoela, Kai, Margaret, Connie, Xanthe, Lizzie and Mayu



Stage 2R: Exploring Earth (Part 1)



Stage 2R: Exploring Earth (Part 2)



"Earth was a brilliant jewel in the black velvet sky." (Buzz Aldrin)

10...9...8...7...6...5...4...3...2...1 BLAST OFF! Outer space provided endless opportunities for nurturing curious young minds. In the past few weeks, we have been discussing living organisms and natural resources across different lands. This week, we are captivated to look beyond our own small, blue planet and survey the rest of the Solar System, to gain a further appreciation for our natural resources. Teaching the Solar System and outer space for children to understand helps them realise how fragile and important their home is. By knowing how different and special each planet is, and the five important elements, they will be able to protect and conserve the lives on our mother Earth.

Space captures children's imagination and curiosity with its rockets, moon landings, astronauts and different planets and stars. The children were truly intrigued and highly engaged in each provocation activity. Our friends come with a full bag of knowledge and share it with others. During the group time, we discussed the Solar System and the characteristics of each planet. Discussing some solar system facts about the other planets will allow the children to compare and contrast them to their home planet. Drawing on the distance from the Sun, our friends agreed that we cannot live on Mercury and Venus because they are too close to the Sun. Fun fact: even though Mercury is closer to the Sun, Venus is the hottest planet in our Solar System. In contrast, Uranus and Neptune are severely cold to live in. We learnt to recognise each planet by its colours. Sense of curiosity about natural science and the world was observed when our little scientists asked a variety of critical questions such as 'Why do astronauts wear spacesuits?', 'Why is everything floating in space?', 'What happens if astronauts don't wear space suits?'

As it had been popular with children throughout the week, the 'create your own galaxy' frames kept our children busy. They used loose parts such as bouncy balls, space figures, stars, magnetic planets, and marbles to create the universe from their imagination. The children loved using the bouncy balls to test their catching reflexes and watch the movement and consequences of the circular shapes. In another favourite set of sensory trays, the children explored the colours of the night sky using black beans and salt which had been dyed deep blue and lavender, scattered with glittery stars as well as astronauts and alien figurines. These creative sensory experiences stimulated our curious scientists as they expressed their interests and asked questions to clarify unknown objects. The children used fine motor challenging utensils to strengthen their skills by manipulating, scooping, pouring and transferring sensory resources.

On the art table, we engaged in Planet Collage artwork. This artwork built up our symbolic understanding as different colours represented different planets. We recognised Earth, Mars, Sun, Moon and other planets during the one-on-one art process. Shaving foam mixed with food colouring created a beautiful texture on the paper and triggered our artists' senses. Our friends enjoyed the process and were highly focused while making their pieces of art.

Have a fantastic weekend!

Mia, Carina and Xanthe



Stage 2E: Space Cadets



Stage 2E: Planet Art



“Art is meant to stimulate thought and conversation between its viewers. By reflecting on a piece of art, we delve into our own experiences and nostalgia, thus a piece of art means something different to every person that comes across it.” (Narendra Desirazu)

In our final two weeks of Term 3, the children have been looking at artists **Wassily Kandinsky** and **Piet Mondrian**. Both artists use colour and shapes to create abstract and geometric artworks. The children were enthusiastic about exploring Kandinsky's circles as they made connections between his work and the work of artist **Rachael Sarra**, whom we focused on in week 1. The children's skill, ability and creativity from then to now has blossomed incredibly!

The creative art saw children layering paper circles to create colourful pieces inspired by Kandinsky, as well as experimenting with oil crayons and watercolours to practise drawing circle shapes with control and purpose. The following week we saw children learning how to use a ruler to create squares and rectangles, then using primary colours and negative space to create Mondrian inspired artwork.

Our literacy focuses have included children making up their own stories using pictures to create a sequence of events. Through this, they are using oral literacy to create their very own story, using visuals to help prompt and spark imagination. The children have also been painting letters to continue to consolidate their understanding of letters and letter formation. When reading books, the children are encouraged to spot certain letters and create the letter-sounds to further extend their understanding. Using the natural environment as a teaching tool, the children used an alphabet wheel to find things in nature e.g. Flower, then using their wheel finds the starting letter e.g 'F'.

During this term we have seen many children begin to flourish with their social development, creating friendships and positive relationships within the class. The children's alphabet knowledge has been challenged and as a result, we see children who are confident in their own ability to recognise, create and sound out letters.

Next term we are excited to take on the challenge of S.T.E.A.M (Science, Technology, Engineering, Art and Mathematics).

Grace, Pa & Margaret



Stage 3R: Kandinsky Circles



Stage 3R: Letter Threading



“There is freedom waiting for you in the breezes of the sky, and you ask ‘What if I fall?’ Oh but my darling, what if you fly?” (Erin Hanson)

This week in 3E, we went soaring high and low on a learning journey of some feathered friends, as we dipped into the world of **Birds** and sought to understand them better: from aquatic birds, and those that fly high to those who can't fly at all, and what makes each type unique. We investigated various bird species from around the world, looked at their behaviours, diets, colours and other features such as the shapes of their beaks. We also discussed migration, nocturnal birds and how birds play an important role in the health of our planet.

We read some beautiful dreamtime stories such as *Kookoo Kookaburra* by Gregg Dreiss which is a wonderful story with a very important moral to it and *How The Birds Got Their Colours*, an Aboriginal story told by Mary Albert. These were the inspirations behind some of our creative learning experiences such as feather painting, chalk owls and paper cup parrots. We listened to some clips of bird sounds and had a go at mirroring the sounds that various birds make, from hooting owls to laughing kookaburras.

Taking a birds eye view, the children made binoculars and went on daily nature walks to see what birds they could spot around our school area, noting their colours, how they look and the sounds they could hear them make as they went. They also had a guess as to what the birds we saw might eat. Are they carnivores, herbivores or omnivores? The children were then invited to collect twigs, leaves and other natural materials with which to make nature nests for a bird of their choice. For a fun fine motor activity, the children were invited to engage in a 'Feed the bird' activity, where they needed to pick up the 'worms' with tweezers or tongs and put them into the bird's mouth. To extend the learning further, here we had more than one colour of bird so the children could engage in colour matching too. From exotic birds to the common blackbird, the children were intrigued and inspired by our feathered friends this week.

As we have come to the end of another great term of learning, we reflect on how much we have achieved together in such strange and uncertain times. The children have formed strong bonds and friendships and a great eagerness to learn. We are very proud of how far they have come this year and look forward to more exciting learning together in Term 4!

We hope you all have a wonderful weekend and have lots of fun in the school holidays!
Deb and Priya



Stage 3E: Birds



Stage 3E: Creative and Numeracy Experiences



“The land is my backbone... I only stand straight, happy, proud, and not ashamed about my colour because I still have land... I think of land as the history of my nation.” (Galarrwuy Yunipingu)

Dreamtime stories, natural resources and **Aboriginal symbols** dominated the classroom's learning throughout Week 9. When teachers plan and program learning provocations based on children's interests, they consider many developmental and educational ways to keep the spark and curiosity alive. Exploring the symbols used by **First Nations Peoples** has not only captivated and sparked curiosity, but accelerated a new found fascination as the children engaged to understand, make meaning and implement the Indigenous literacy in their everyday learning experiences; a pleasing learning journey for teachers to observe. This evolved from the provocation experience of identifying and matching Aboriginal symbol flash cards. In no time, we have noticed children drawing Aboriginal symbols in the sand on our light table as well as in the sandpit in the garden, and practise drawing them on their papers. Soon, the symbols were used in our daily routines, such as the 'meeting place' symbol that implemented group time. To further this interest, the children engaged in rock painting and used matchsticks to make their own symbols collage.

Dreamtimes stories are First Nations Peoples understanding of the world and its creation, passed down verbally from generation to generation. These stories may vary between groups. Over the week, we have explored the Dreaming of The rainbow serpent through a variety of books, which has provoked the collaborative art experience of creating a large rainbow serpent. The children worked as a group, drawing the body line of the serpent, applied Aboriginal symbols seen in art to create a colourful effect and finished off their work by collaging natural resources found and collected in our 'Outback'. Through this, they have gained an understanding of the Aboriginal people's deep connection to land.

In week 10, we concluded our term provocation *The Living Planet* by learning about the **Animals Inhabiting Australia**. The children already had a sound knowledge of many native animals, therefore we focused on some animal types less known, such as the quokka, while gaining a deeper understanding of Australia's deadliest spiders and snakes. This was an enthralling learning for many, a great way to conclude our travel journey of the term. We are looking forward to a fun-filled Term 4!

Veronika, Georgia and Allegra



Stage 4R: Australian Inspired



Stage 4R: Rainbow Serpent Collaborative Art



During Term 3, the inquisitive children in 4E have engaged with various **S.T.E.A.M.** concepts each week. We've explored colour mixing, 2D and 3D shapes, construction, robotics, and The Solar System. Each provocation has invited the children to ask questions, hypothesise, express their creativity, and use their analytical thinking skills as they broaden their knowledge, understanding, and their increasing interest in science, technology, engineering, art and mathematics.

To conclude our term's provocation, the children were invited to engage with a different cooking experience each day. When children engage with cooking and food preparation, it teaches them about looking after themselves and others, good nutrition, manipulating utensils safely, and working with others to produce a final product. There are also many opportunities for numeracy and literacy learning such as understanding measurements, quantities, and how to follow a recipe. On Monday, we read *Handa's Surprise* by Eileen Browne, about a young African girl who carries a basket of fruit to her friend's house in the next village. After identifying each fruit in the story and their nutritional benefits, the children were invited to use Miss Lauren's cold-press juicer to create their own juice concoctions. There was apple, pineapple, oranges, watermelon, carrots and celery to choose from, and we discussed if we add a few vegetables into the juice, it's a great way to incorporate them into our daily intake without having to taste them. The children had great fun using the machine and continued to experiment with different fruit and vegetable combinations throughout the day.

"We need to make sure that all kids are given the opportunity to learn about food and good eating habits while they are still young, so that they are sorted for life." (Jamie Oliver)

On Tuesday, we read *The Terrible Plop* by Ursula Dubosarsky, where apples kept falling from their tree into a lake and scaring the forest animals with their loud sound. The children then worked together to create the most delicious, homemade apple pie from scratch. Everyone helped to construct it, from the pastry to the filling, and it's flaky golden top. The baking continued on Wednesday where the children loved the Aussie story called *The Lamington Man* by Kel Richards. The class then attempted to make our own lamington man, stirring the wet and dry ingredients together to make the sponge cake that was poured into a gingerbread man-shape tin. He was then covered in chocolate sauce and sprinkled with coconut before we all devoured him for our afternoon tea. He was delicious!



“Cooking with kids is not just about ingredients, recipes and cooking. It’s about harnessing imagination, empowerment and creativity.” (Guy Fieri)

Thursday seemed like the perfect day to learn how to bake bread! After reading *Brown Bread and Honey* by Pamela Allen, we watched some short videos about how flour is harvested and milled, how bread is made from various types of flour and requires yeast to make it rise. The children then used their muscles to mix yeast, warm water, olive oil, salt and sugar into some flour to make the dough for our focaccia bread recipe. After letting it prove for an hour, the dough doubled in size and was shaped on our baking pan before we sprinkled it with more olive oil, rosemary and oregano. The smell of our freshly baked bread was heaven! Continuing on with an Italian theme, we read *My Spaghetti ABC* by Deborah Niland on Friday, before attempting to make our own fresh pasta dough. The children loved the novelty of using the manual pasta machine as they turned the handle and watched their dough become flatter and longer. The most magical part was when the dough was put through the fettuccine cutter to turn it into ribbons. After drying the pasta out, the children took their portion home for dinner to enjoy with their favourite topping.

What a fun week of cooking we had! We learnt so much about different ingredients, where certain foods come from, how they are grown and produced. It was very encouraging to see the children so enthusiastic about participating in each cooking experience this week, and we hope they continue to be inspired in the kitchen at home.

Thank you for a wonderful term of learning together in our classroom!

Stay safe and well!

Lauren, Luan and Connie



Stage 4E: Our Juice Bar and Apple Pie

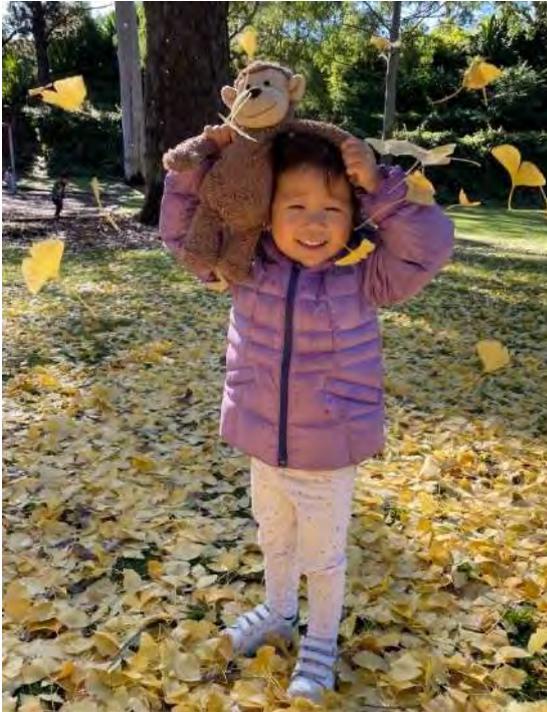


Stage 4E: Our Lamington Man, Focaccia Bread and Pasta



Happy Birthday!

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



22/09 - Amelia (2E)



22/09 - Joshua (1E)



23/09 - Christabelle (4E)



25/09 - Bella (4R)

Happy Birthday!



25/09 - Aiden (2R)



26/09 - Charlie (3E)



26/09 - Hugo (3E)



26/09 - Ellia (2E)