



REDDAM EARLY LEARNING SCHOOL LINDFIELD NEWSLETTER



REDDAM
E.L.S.

15 October 2021

Principal's Message

By Mrs Kath Boyd

Dear Parents,

Welcome to the final term of 2021! It was tremendous to see the enthusiasm with which the children returned to school from Monday. We (the Teaching Teams, Jennifer and I) are feeling rejuvenated and our newly planted gardens are relishing this Summer rain. I hope that Term 4 proves to be calm, joyful and uninterrupted! The weather during our recent **Vacation Care Program** was warm and dry, allowing many activities to take place outdoors. Thank you to all the marvellous Educators for planning and facilitating the VCP, which focused on two contrasting themes – **Classic Fairy Tales** (Week 1) & **The Four Seasons** (Week 2). Please enjoy the overview of each VCP Day that Luan has lovingly compiled.

"The pleasure of learning, of knowing, and of understanding is one of the most important and basic feelings that every child expects from the experiences she/he confronts alone, with other children, or with adults." (Loris Malaguzzi)

At Reddam, play is driven by children's interests, questions, and the world that they live in. The materials and resources that our Educators make available for the children, add to their play in meaningful ways. **Provocations** are set-up by the Teaching Teams, after observation of the children, to encourage discussion, exploration, experimentation, interest, and thinking. **Small World Play** opportunities are offered each day to every child in every room at our school. 'Little people have big imaginations, and small world play is an enormously beneficial way to tap into this creativity.' (www.careforkids.com.au). Small world play involves children placing little toys (like vehicles, furniture, animal figurines and peg people) into a miniature setting, then enacting different scenes and situations using these objects. Children might be in charge of a farm, oceanarium, construction site or fairy forest (complete with dinosaurs!), and as they create a scenario, these miniature worlds open up substantial opportunities to think, act and interact. Small world play can be an individual or collaborative activity, and it has a whole range of benefits for under-fives:

- **Physically**, children's fine motor, spatial awareness and coordination skills get a work-out as they place little objects into particular arrangements, build whole scenes, and get to grips with different sensory elements (e.g. wood, plastic and water).
- **Emotionally**, small world play allows children to express themselves by acting out real world scenarios or re-creating memorable moments or stories they know. They can explore how they feel about certain people and situations (e.g. by playing out their worries through a figurine), and collaborative play encourages them to think about the feelings of their peers. Different emotions can be acted out in a safe way (e.g. when their fairy figurine is terrified of the angry dinosaur), and looking at situations through the eyes of a fairy, or fellow classmate, increases empathy and emotional understanding.

Principal's Message Continued...

By Mrs Kath Boyd

- **Cognitively**, small world play helps children understand the real world. They learn about cause and effect, as one small action leads to a reaction, and there are opportunities for reasoning and problem-solving (e.g. when a child has to work out how to fit all the animals in the fenced area). Small world play can teach littlies about community life and rules (e.g. when a figurine stops at a train crossing), and there are language skills at play as children explain and chat with playmates. Creativity and imagination is needed to build and act out each small world scenario, and our Educators inspire new ways of playing by suggesting a different scenario, joining in the play as another character, or coming up with problems or solutions for children to ponder. Numeracy skills can also be developed when children are asked to count out the shells in an underwater world, or see how many pebbles can be loaded into a digger's bucket.
- **Socially**, small world play as a group also encourages sharing, communication and negotiation (as different set-ups and roles are worked out), and all of the above benefits combine to make small world play a great activity that will captures a youngster's imagination and interest for solid blocks of time.

There are loads of different ways to play, with themes to suit every child's interests, and a small world can be bought ready-made or created from objects and materials already on-site (e.g. a tub containing sandpit sand, pebbles and figurines instantly becomes a beach).

To set up a small world, our Educators decide on a theme, with children's input. The theme is usually inspired by the weekly provocation. A box, tub or tray is needed to contain the small world, along with things like figurines, fences, toy vehicles and sensory materials (e.g. play dough, artificial grass, pebbles, pine cones and shells).

It's very important that the objects are age-appropriate and not choking risks for under-threes. This means big, simple objects are good for young children, and preschoolers can work their magic with smaller, more interesting items. Our Educators then stand by to help with the set-up, supervise play, and promote children's learning. They'll tailor their input to each child's age, disposition and ability (e.g. a less confident child might need their Educator to show them how it's done, and a confident older child might have lots of questions!)

Wishing you all a wonderful weekend . . . enjoy the sunshine and/or the rain!

Pictured above: The City (2E) Small World Play. Pictured below: Ishaan & Chloe (3E) Moon Landing Small World Play



Week 1: Classic Fairy Tales

Day 1: The Gingerbread Man

By Lauren, Natalie & Georgia

Today the children were invited to participate in fun experiences based on *The Gingerbread Man*. The Stage 1 classes were engaged in a group time with finger puppets that represented the characters. For our creative experience the children painted their own wooden gingerbread houses with brown paint and together we constructed our houses. The children enjoyed a sensory experience with play dough that was scented with cinnamon, manipulating it with their hands, smelling it and even tasting it too.

Stage 2 enjoyed a wonderful day filled with spicy activities! Firstly, the children joined together to bake their own gingerbread men cookies. The children worked together to add each ingredient and did a wonderful job taking turns. For our creative arts experience, the children used ginger-spiced puffy paint to draw gingerbread men on their paper and then added buttons to the three-dimensional textured paint. After creating their artistic gingerbread men, the children were invited to enjoy sensory ginger-and-cinnamon spiced playdough. We used cookie cutters to create gingerbread men shapes and then decorated the men with buttons and string. The children went further to create the gingerbread faces too, using matchsticks to create eyes, a nose and a mouth. We then headed outside to enjoy some physical movement. The children were invited to 'catch' the gingerbread men. Many pictures of the Gingerbread Man were placed around the outdoor area, allowing the children to catch them all!

In Stages 3 and 4 the children enjoyed listening to the classic fairytale and chanting "Run, run, run as fast as you can!" throughout the story. The running continued outside on the grass where the children split into teams to have some running races with giant gingerbread man biscuits and practised their relay races too. This allowed the children to enhance their gross-motor skills and it was wonderful to see such great sportsmanship as they cheered each other on. At our art stations, the children cut out their own gingerbread people and decorated them with mixed materials, drawing faces and adding buttons down the front. To conclude our day we enjoyed a picnic in the sunshine with our gingerbread biscuits that we decorated with icing and sprinkles. Yummy!



Day 1: The Gingerbread Man



Day 1: The Gingerbread Man



Day 2: Little Red Riding Hood

By Grace, Fatima & Allegra

Stages 1 and 2 happily engaged with the creative art experience, continually practising fine-motor skills to place the paper and glue on the paper plate to make a wolf. The children used these later for their picnic. The classic fairytale inspired us to make our own picnic basket for Grandma where the children were given bread, butter, cheese and jam so that they were able to create their own feast. The children were also given butter knives to use real tools when making their sandwiches as this consolidated their real life experiences and the start of their fine-motor skill development. With the use of brightly red coloured playdough and natural loose parts, the children were invited to create forests from their own imagination.

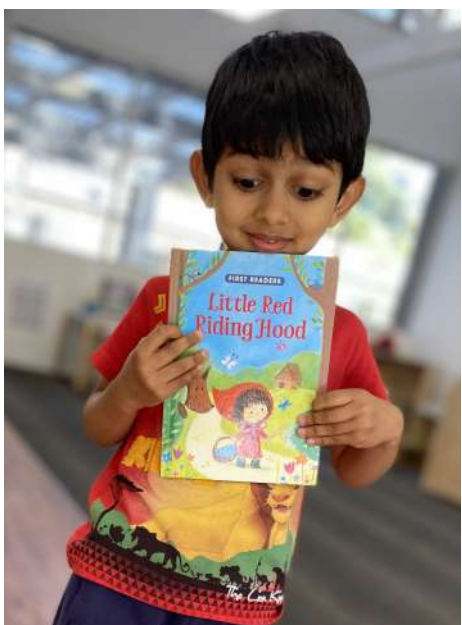
Stages 3 and 4 were given the opportunity to make their own deep dark wood scene with a wolf peeking behind a tree and a little red riding hood frolicking through. The children engaged in process-based art to create this, using sponges and paint brushes to paint their paper before sticking down brown lines to represent trees. To include in Stages 3 and 4's picnic basket, the children were given ingredients and a recipe to make scones. The children were able to measure out what was needed, and helped to mix, knead and cut the dough. After being cooked, the children enjoyed feasting on them in the afternoon with a spot of jam and cream to accompany them. Very delicious!



Day 2: Little Red Riding Hood



Day 2: Little Red Riding Hood



Day 3: The Ugly Duckling

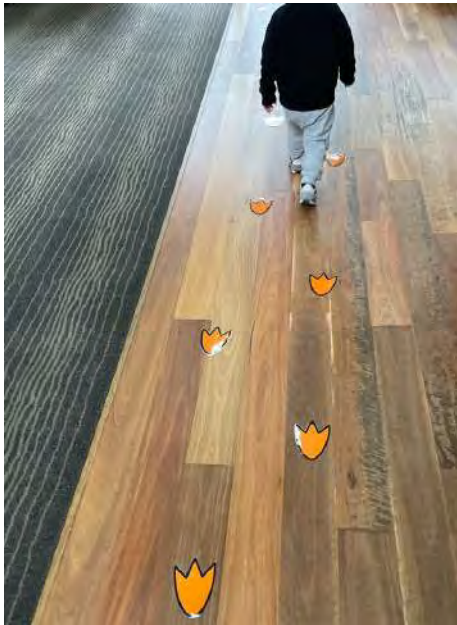
By Pawinee, Heather & Connie

On this day the children explored the fairy tale *The Ugly Duckling*. Across all stages, the children read and listened to the story and discussed how to discover the beauty inside other people. Stages 1 and 2 participated in some duckling dramatic play. The children had fun waddling around on the duck's feet which were placed around the classroom and in the outdoor areas. While the children were pretending to be a duck, they learned about physical balance and spatial awareness. They moved around safely and enjoyed shouting "Quack, quack, quack!" as if the ducklings were here. The art experience invited the children to apply glue on the paper before placing the cotton balls to create fluffy feathers. The ducks' pond was also enjoyed by the children as they enjoyed dipping their hands in the water and moving the ducklings around the sensory trays. Splashing water while the ducklings were swimming made the children laugh with fun.

Stages 3 and 4 were engaged in numeracy and literacy activities. The children explored the sensory trays to find alphabet letters which made the words 'duck' and 'swan'. This activity encouraged letter recognition while the children had fun searching for letters. Numeracy with ducklings number mats promoted the children's number recognition and one-to-one correspondence. The children identified the numbers and placed the amount of counters to match with the numbers. The art experience encouraged the children to create a swan according to their imagination. Some of the children practised their fine-motor skills by cutting the paper to create a feather-like effect for the swan, while some made a colourful collage swan using coloured paper. To conclude the day we played a group game, 'Duck, Duck, Goose!' which promoted the following of instructions and turn-taking.



Day 3: The Ugly Duckling



Day 3: The Ugly Duckling



Day 4: Jack & The Beanstalk

By Charity, Veronika & Xanthe

The fairy tale *Jack and The Beanstalk* inspired our children in Stages 1 and 2 to be more persistent as they were asked to create towers using duplo blocks and recycled hygienic rolls. This allowed them to build up their perseverance in completing a task. It was also a great day for them to learn about the colour green through investigating a real green bean vegetable, a sensory experience of feeling the beans in detail, listening to the sound of breaking the ends off for composting before washing, boiling and eating. The whole-day experience also engaged the children in a pretend play as they chased each other around the room and playground assuming the roles of 'The Giant' and 'Jack,' which increased the children's prosocial and physical skills.

On this day, Stage 1 and 2 were encouraged to explore the fairy tale through dramatic play. Stage 1 children were invited to grow like seeds into big tall beanstalks, reaching high into the sky with their arms and standing on tippy toes. Stage 2 children climbed the beanstalk and found a castle at the top! We practiced different styles of walking including sneaking like Jack, and stomping like the giant. We found our voices and worked on vocal projection by chanting "fee fi fo fum", just like the giant.

Stages 3 and 4 were invited to act out the story of *Jack in the Beanstalk* in our drama session. They began by playing a corrections game. Miss Xanthe told the story two times. The first was told as the original story, but the second had lots of mistakes. The children were asked to call out "Stop!" when they heard a mistake, using memory recall to correct the facts of the story. Next the children broke off into two groups: some were the giants, asleep in the castle, and the others were Jack. Miss Xanthe played the mother, instructing the children to sell the cow for money. The children acted out collecting the beans, smelling and tasting them and then tossing them over their shoulder. They then turned into seedlings and used their bodies to grow into a tall stalk! When the group of Jack's arrived at the giants, the giants chanted in unison "fee fi fo fum" with their hands in the air. The children had a turn at both groups- the giants were the most popular! There were lots of giggles. The children were encouraged to use projected and clear voices when speaking.



Day 4: Jack & The Beanstalk



Day 4: Jack & The Beanstalk

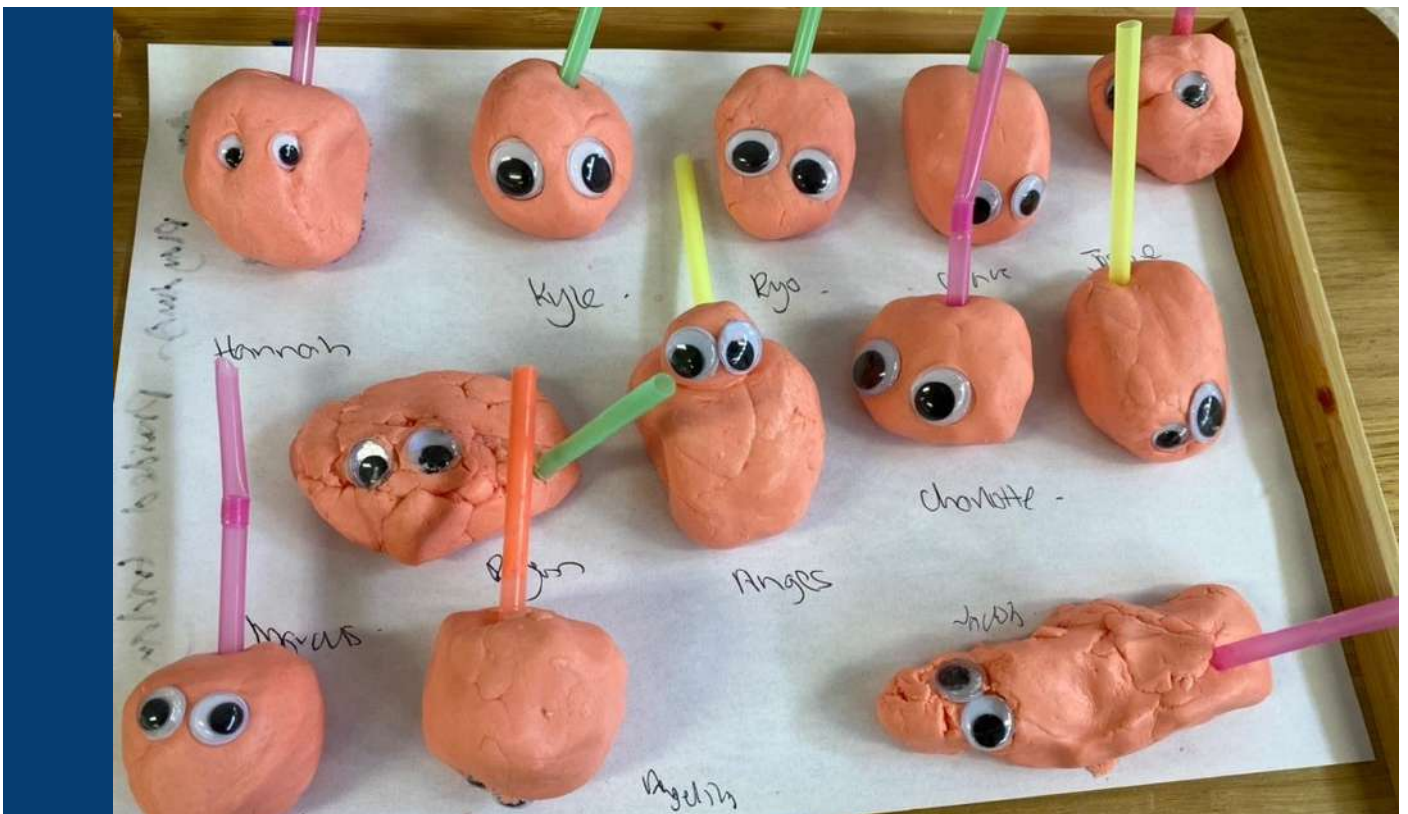


Day 5: The Three Little Pigs

By Priya, Doris & Suki

The children in Stages 1 and 2 had a lot of fun with the fairy tale *Three Little Pigs* and the related creative and sensory activities provided. Firstly, the children were invited for some sensory exploration with the loose parts. The children were encouraged to explore the farm animals, wooden blocks, leaves and make meaning of their world. Secondly, the children were invited to blow cotton balls through straws. This experience was linked to their daily activities such as blowing candles and blowing bubbles. Thus, the children were so confident when they tried to blow, and they were excited to see the moving cotton balls after they blew! During the creative art experience, the children were using the 'mud', which was mixed with sand and brown paint. They also used wooden sticks as paint brushes. The natural resources embedded sustainability and offered children a different texture to make patterns. The children became curious participants to express their creativity through painting.

The children in Stages 3 and 4 had so much fun inventing their own little pigs. They created their little pigs using conditioner and cornflour dough (which had a nice fragrance) and children were able to take them home. As an art and craft experience, the children made their three unique houses from the fairy tale we read earlier in the day. Wooden sticks, straws and collage paper were provided to children and they were encouraged to use their imagination whilst creating their own authentic artwork. This boosted their confidence and pride when they showed off their creations. The children used their creative skills as they worked alongside their peers building on their social skills and conflict resolution within their team. We also had so much fun with sensory trays filled with loose parts and small pig figurines.



Day 5: The Three Little Pigs



Day 5: The Three Little Pigs



Week 2: The Four Seasons

Day 6: Winter

By Sara, Kai & Resie

The children in all Stages enjoyed our Winter Wonderland experiences. White Winter slime which promoted mindfulness, helped the children focus, encouraged them to play independently and promoted fine-motor skills for their hands. The children in Stages 1 and 3 created some unique snowy owls by stamping white paint using their fingers and foil balls on black paper to create their owl's body. In Stage 2, the children created penguins by assembling penguin body parts on paper and our Stage 4 constructed penguins out of cardboard rolls. All of these creative experiences fostered the children's imagination skills and encouraged them to play and experiment in a fun and relaxed environment.

The children in Stages 2, 3 and 4 enjoyed manipulating the snowflake sensory trays. They added pine cones, snowflakes, used winter-themed cookie cutters, animals such as penguins, polar bears and seals, to construct their own winter scenes. All the children in our school enjoyed making coconut snowballs using desiccated coconut and condensed milk. These sweet little balls of bliss were incredibly simple to make and the children seemed to love them and had loads of fun making them with their peers. This simple cooking experience provided opportunities for our little ones to boost their confidence as they could successfully complete it independently or with a minimum of involvement from their Educators.



Day 6: Winter



Day 6: Winter



Day 7: Spring

By Deb, Angelica & Lizzie

Senses were evoked as we celebrated the season of Spring. Stages 1 and 2 were very engaged with a cherry blossom art experience where the children were encouraged to use their fine-motor skills and hand/eye coordination to pick up the plastic bottle, and use it to dip in the pink paint and make prints on the paper. They also engaged in water play with 'Flower Soup' and had a lot of fun exploring the sensory bags with blossoms and greenery, looking at the various sizes, colours and textures of the plants. In addition to this, a Teddy Bears' picnic was enjoyed for afternoon tea out in the sunshine.

Stages 3 and 4 were invited to manipulate spring-scented play dough, which smelled of fresh blossoms. This not only stimulates the sense of smell, but sight and touch too as they enjoyed finding the various types of flowers hidden within. Group time discussions were based on an introduction to the indigenous seasonal calendar. To celebrate Djilba (first spring) and Kambarang (second spring), the children enthusiastically engaged in wattle painting using pegs and pom-poms, practicing their fine-motor skills, learning about shapes and textures of the wattle plant and how to recreate it onto their page.

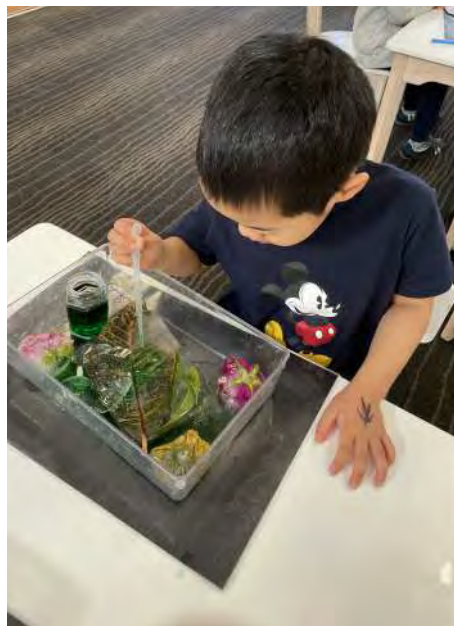
The 'Flower Soup' was also popular in Stages 3 and 4, where some children explored the concepts of sink and float as they examined the different flowers, some noting how several flower petals became more translucent when in contact with the water. Afternoon tea was enjoyed at our Teddy Bears' picnic outside in the sun also, with the children introducing their favourite Teddy bear to the rest of their friends in the class. What a treat!



Day 7: Spring



Day 7: Spring



Day 8: Summer

By Mia, Manoela & Mayu

Is there anything sweeter than a Summer's day? It was time to enjoy the outdoors, beach-themed sensory experiences and water play. Water, wet sand and sea animals encouraged the children to engage with sensory exploration, pouring, mixing, experimenting with the different texture of sand, building sand castles and creative and imaginative play. A slimy ocean experience with seashells and sea animals also attracted our young learners as they left unique prints on the slime. The children loved manipulating, popping, squeezing, pulling and rolling the slime.

Stages 1 and 2 were invited to engage in some educational and fun activities such as sensory water play representing the beach. Blue slime was a great way for them to explore their senses and feel the slime throughout playing and using their imagination. The creative experience invited the children to create ice cream made with their handprints, adding glitter and mixed materials. Next, we engaged in a STEM challenge where we blew and balanced sailing boats on the blue sea. The children imaginatively went on a boat trip adventure and even added sharks to their oceans. Stages 3 and Stage 4 were invited to join in a melting ice-cream science activity in which they dropped vinegar onto bicarbonate of soda sensed ice-cream. This caused a chemical reaction resulting in fizzing sound, bubbling gas and releasing sweet bubble gum, mint and strawberry flavours.

During our group times, we read a range of stories related to summer activities. While the Stage 1 children went on a bear hunt on a Summer's day, Stage 2 experienced a day at a beach and overcame a fear of monster waves with a dog named Max. Our Stage 3 friends were invited to the *Magic Beach* by Alison Lester where they could ride on sea-dragon and the angelfish ferry. *Captain Jack and the Pirates* by Peter Bently sparked Stage 4 children's imagination as they read of a family day out at the beach and it turned into a vivid piratical adventure! How exciting! To cool off the heat of Summer, the children were invited to a creative sensory art experience using ice blocks. With a little experiment, we recognised that due to the room temperature, the ice melted; and if we put them back in the freezer, they turned into solid again. We also explored different colours and investigated how mixing two colours creates another one. To end our hot, Summer day, we stayed in the chilly aircon and watched a short movie about summer on a big projector screen and enjoyed yummy popcorn.



Day 8: Summer



Day 8: Summer



Day 9: Autumn

By Carina, Margaret & Xanthe

Today, all the children were invited to explore the theme of Autumn through dramatic play. In Stage 1, the children used a parachute to replicate the wind blowing the trees. The children had a visit from a friendly Kangaroo puppet who was coming out to feed on the Autumnal day. In Stages 2, 3 and 4, the children played a growing and shrinking game that represented the life cycle. The children started as seeds in the ground and grew into tall trees, then shrank back down into seeds again. We grew into flowers, mushrooms, and trees. We then discussed scarecrows and their purpose. The children practiced various emotions to bring life to their scarecrows. We were angry, happy, excited, nervous, and sad. We finished off our dramatic play with a game based on 'Red Light - Green Light' where one child (the scarecrow) had to try to spot the other children moving while they were looking. The children could sneak forward, like scarecrows, when the child who was in wasn't looking. The children worked on their freezing and sneaking skills.

In Stage 3, the children were invited to blend and experiment with Autumn colours, mixing paint to decorate leaves. The children discussed the patterns and colours that were presented on the leaves before adding their own colours and designs. Stage 4 studied the habitats of some insects and learned about the changes in temperature and if daylight, causing some trees to lose their leaves. The depletion of chlorophyll breaks down, the green colour disappears, leaving the splendour of reds, oranges and yellows. The children also enjoyed pasting Autumn leaves on paper creating their own designs. The children experimented with colour and design, blending reds, yellows to make a range of muted tones of oranges and painted leaves studying nature's beauty. A tracking game was also provided with numbered paddle pop sticks on a hunt to match insects to their home base. What a lovely day of Autumn hues!



Day 9: Autumn



Day 9: Autumn



Happy Birthday!

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



28/09 - Felix (1E)



01/10 - Kaylee (2E)



02/10 - Noah (1R)



02/10 - Gabriel (2R)

Happy Birthday!



02/10 - Jasper (3E)



02/10 - Nathan (3E)



04/10 - Manee (2R)



09/10 - Lachlan (1E)

Happy Birthday!



09/10 - Allegra (4R)



12/10 - Owen (1E)



12/10 - Julia (2R)



13/10 - Ashton (2R)

Happy Birthday!



15/10 - Brianne (1R)



15/10 - Hudson (3E)



16/10 - Zachary (2R)