



Primary @ Reddam

REDDAM
HOUSE

IN THIS ISSUE:

- News from the Classrooms
- Online and Remote Learning
- Birthdays

Dear Parents and Caregivers,

The staff and I hope that all the dads and special men in the students' lives were given a good pampering last Sunday on Father's Day and were reminded of the special place that they inhabit in the students' worlds. One somewhat whimsical quote says that "Dads are most ordinary men turned by love into heroes, adventurers, story-tellers, and singers of song."

No doubt there is something unique about each dad in our school, apart from how well he sings, or what a great adventurer he is. The one thing which I notice so often, is the personal interest which each dad (or granddad) plays in the life of the children who are part of the Reddam House community. Although it is perhaps not as obvious right now, with no spectators around sports fields, or auditoria full of supportive parents, there is no doubt that our dads continue to take a keen interest in the lives of their children – and for this, the teachers and I are most grateful.

The support and encouragement which comes from parents is a critical part of the scaffolding which should surround any school-going child. Of course, teachers are also an integral aspect of the education process – it what they are passionate about and what they trained for several years to make their profession. Yet they can only go so far, as they present topics to engage the students, guide them through the various curricular demands, and encourage them along the way.

Now, perhaps more than at any time before in the modern education system, parents have the opportunity to be even more involved in the nuts-and-bolts activities which make up a typical week in the school. A recent article, commenting on the rapidly changing face of education, suggested that perhaps this pandemic has brought about an "era-ending event" – a moment in education which will fundamentally alter the way we approach it in the future.

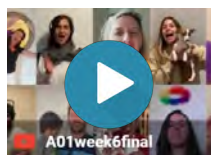


While I have no way of predicting the future, I can certainly speak of the present, and say just how much we have appreciated the close involvement of parents in the daily activities of school. As I wrote in this newsletter many months ago, we don't expect parents to be teachers – that's what our wonderful teachers are there for and what they love doing. But what has been really special has been to see the meaningful way in which parents have involved themselves and added so much to the experience of the students.

Some years ago, an American educationalist posed this hypothetical question: "What is the most underused resource in education today?" Her answer: "Parents". On behalf of your children, and the staff, I extend my thanks to each one of you for all you did for your child this past week, and in all the preceding weeks. We know your challenges of juggling a hundred and one tasks, and for that reason we are all the more grateful.

Please follow this link to view this week's Online Assembly:

<https://youtu.be/SBdnm3ZGVIE>



Kindly note the following pick up times for student pack drop off and pick up:

Monday 8-9am only

Friday 8-9am and 2-2.30pm only

Enjoy the weekend!

Dee Pitcairn
Principal



Happy Birthday



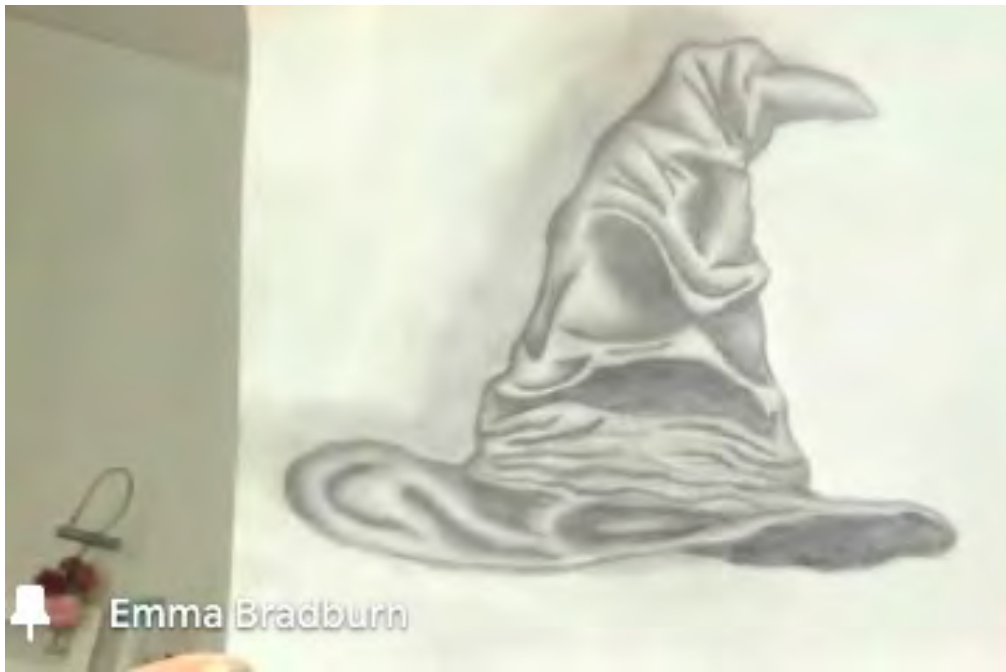
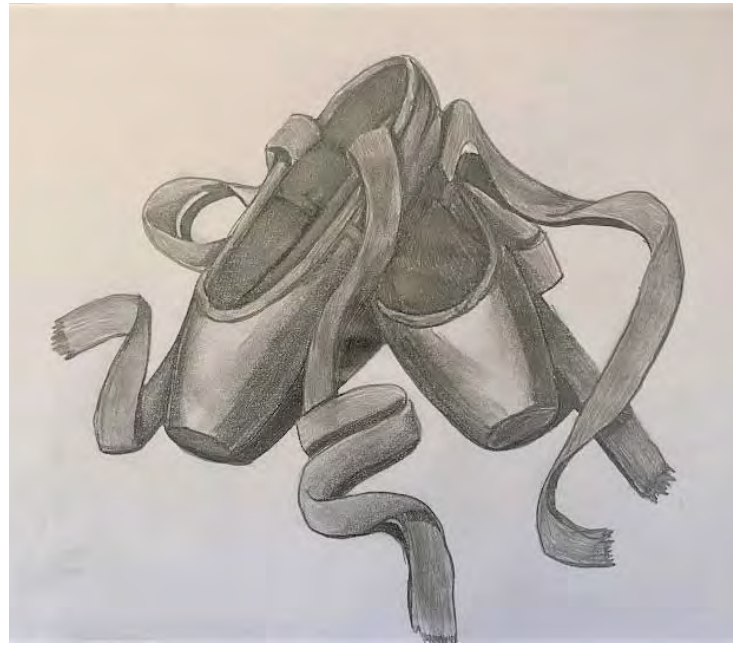
Reddam House

Would like to wish a very happy birthday to

**Rachel Kaplan, Rufus Smith, Leah Klausen, Amelia Butler, Marina Cook,
Jingchen Huang, Richard Sun & Eva Herson**

Who celebrated their special day this week





Emma Bradburn

ART GALLERY



Isabella Chen



Andrea Di Lorenzo



KINDERGARTEN

It was a busy week in Kindergarten with a number of hands-on activities to stimulate our curiosity and learning. Lots of investigating and questioning created such a buzz to share our thoughts and ideas.

We began learning more about how toy cars move and how friction can alter the speed in which the cars can travel. We designed our very own racetracks and used recyclable materials to create different surfaces underneath. The students were thrilled with their creations and became little scientists as they explained the movement of their toy cars.

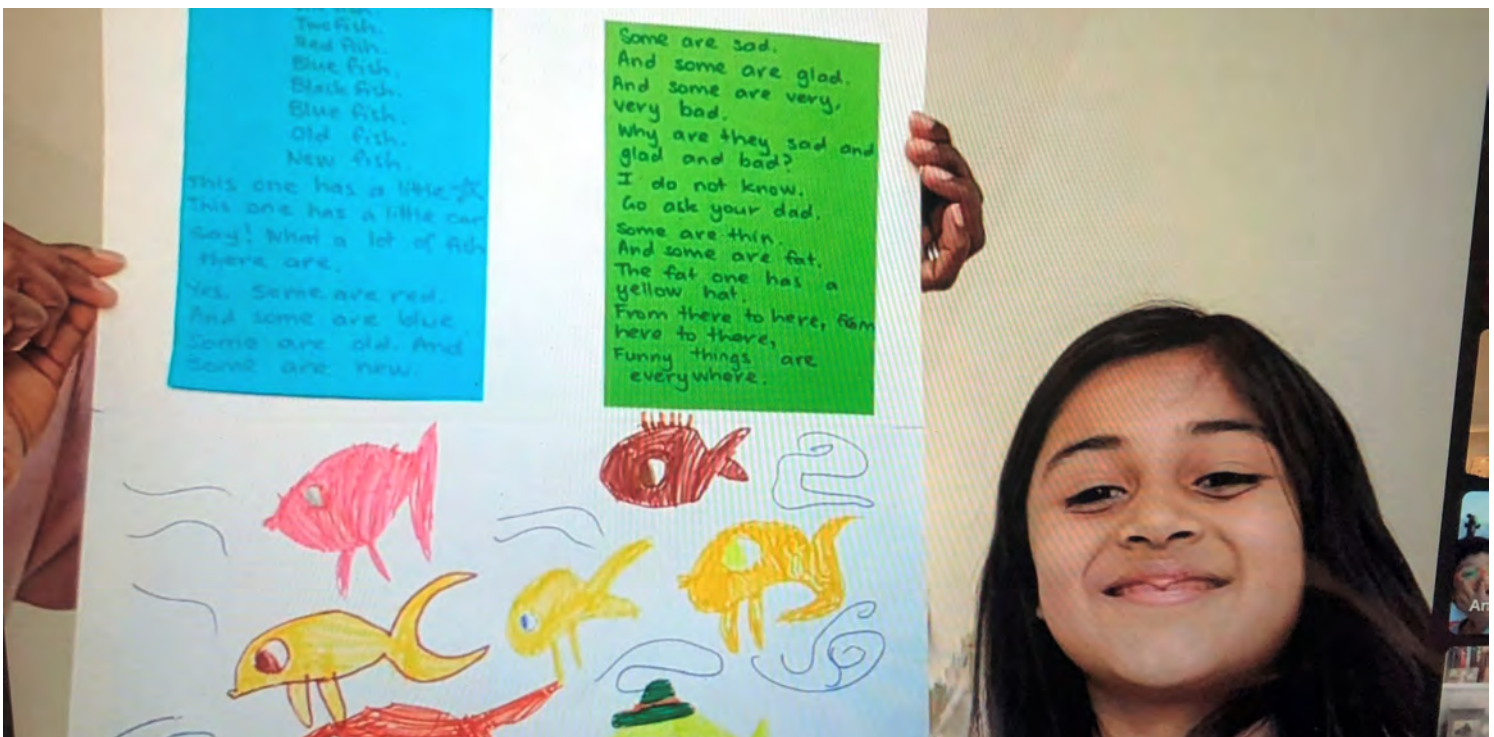


KINDERGARTEN

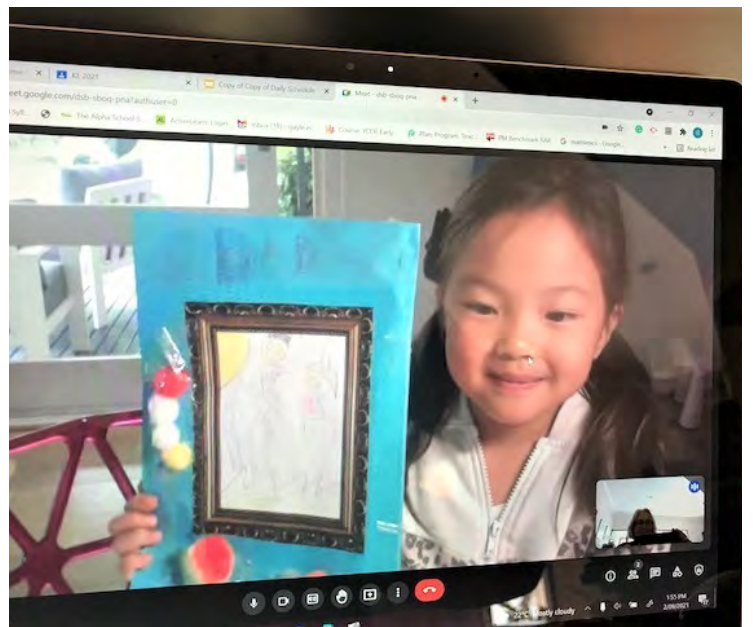
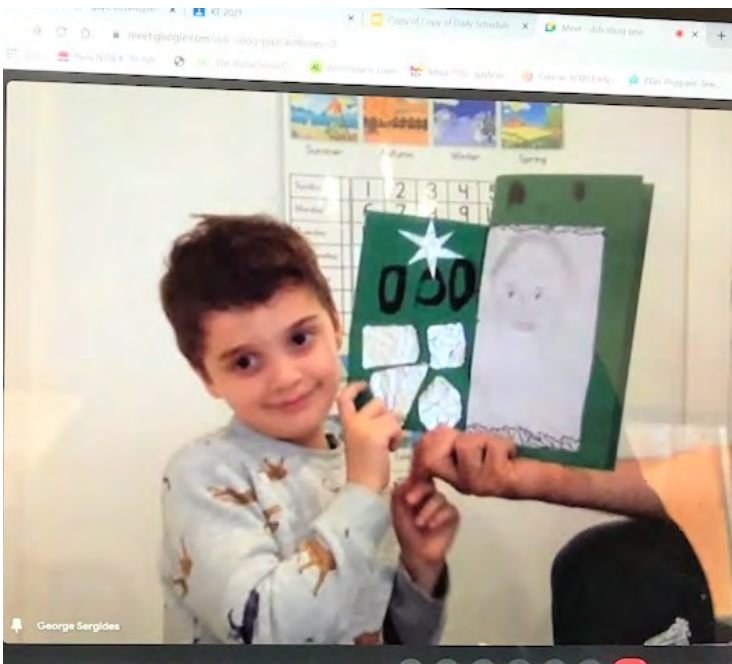
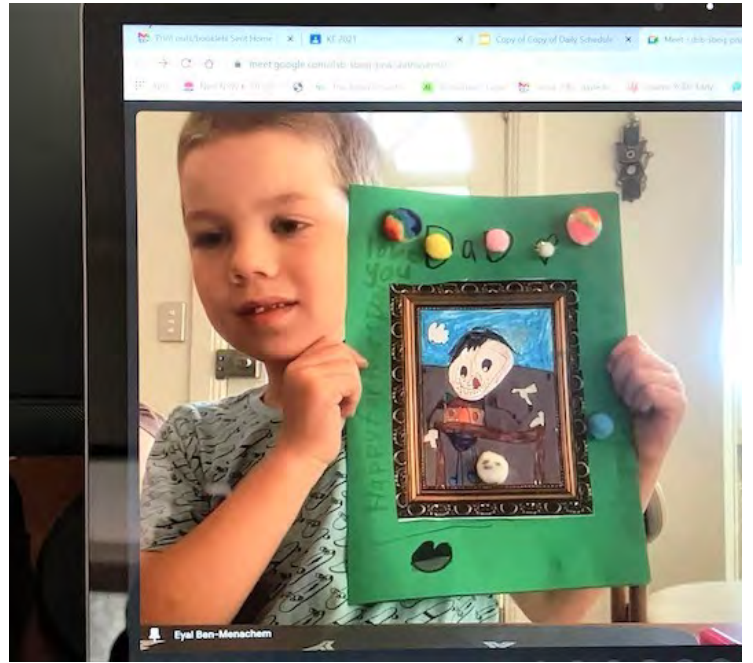
In English this week we listened to the familiar favourite story, 'The Three Little Pigs'. We had to think carefully about the characters, the setting and the events in the story to write a detailed retell. The students confidently read their retells to the class and explored the use of correct punctuation in their sentences. We were introduced to the digraph sound 'ee' and loved creating our own bees to explore this sound!

We loved listening to the Kindergarten students recite their poems in 'Show and Tell' this week and can see their confidence and speaking skills shining through! We are looking forward to hearing more over the next week.

We continued to revise the concepts of time in Maths this week and started to look at how time is displayed on analogue and digital clocks. It has been fun to use our knowledge to read the time when our lessons begin for online learning!







In literacy this week, the children enjoyed the story 'Magic Hat' by Mem Fox. This led to lively conversation and writing on what we would turn into if the magic hat landed on us. Do you like our magic hats?

'If the magic hat landed on me I would turn into a magical mermaid and swim to the beautiful Great Barrier Reef!'

Rafaella Shipman

'If the magic hat landed on me I would turn into a horse and zoom through any water or grass and then I would just disappear!'

Ishaan Hamieh

In Science this week, we looked at biomimicry and were fascinated by the ways in which animals and plants can inspire human inventions. We thought of our own designs. Ethan was inspired by geckoes and designed some boots and gloves that would enable you to climb walls. Georgia created spring legs so we could bounce like a kangaroo or bunny. Frederick created a bee suit so we too could make honey. Oisín took inspiration from a walrus tusk that could be used as a can opener!

The fun continued In Mathematics, with a focus on learning all about coordinates. This boosted the children's reading and plotting skills and developed their understanding of how coordinates are values that show a point's exact position on a grid.

With careful observation, the students entered the virtual Gipps National Park Rainforest and successfully located places such as the camp site, bird house and the lake hut. There will be no stopping our Year 1 adventurers!



YEAR 1

In History, we read the Aboriginal story of 'The Lost Girl' and discussed the connection between Indigenous Australians and the natural environment. The children impressively expressed their opinions about the needs and wants of Traditional Aboriginal People.

The richness of creativity and expression has also continued to be shown through the children's news presentations. The 3D shelters that the children created have been nothing short of extraordinary. Olivia created a beach shelter using only natural resources and Pippi built a marvellous igloo made from sugar cubes!

Year 1 we are so proud of you!







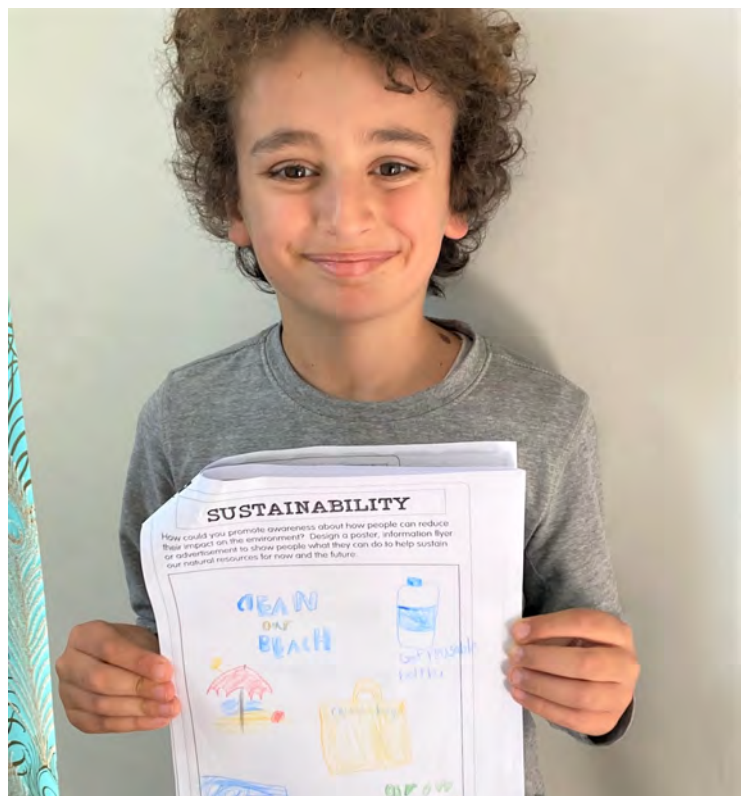
The Year 2 teachers have been absolutely amazed at the work the students have been completing online and the way in which they continue to show resilience and determination throughout this remote learning period! The Year 2 students were certainly enthusiastic learners this week. We particularly enjoyed our morning Google Meet sessions. Our themes this week were the springboard for interesting discussions. On Motivational Monday we shared information about people who we find to be inspiring. Teacher Tuesday was a favourite. If you were the teacher what is one new rule you would make? Can you think of one you would take away? Our students had creative ideas galore to share. Wordplay Wednesday certainly brightened our day as we listened to the students sharing a pun or joke.

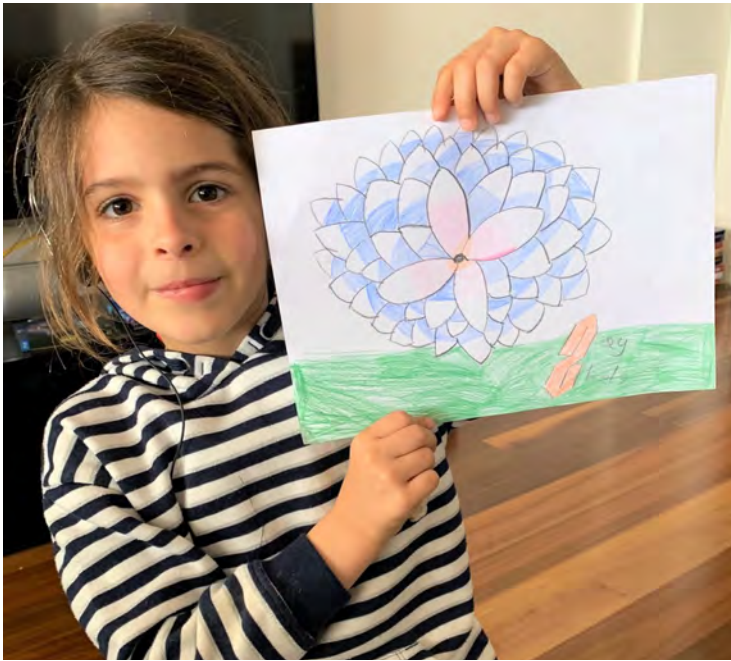
In English, we continued to read *Charlotte's Web* and explored further the elements of a narrative. We expanded our skills when writing narratives and we learned to identify and use conjunctions to build compound sentences.

In our Maths lessons this week, we reviewed times tables, and used repeated subtraction to solve division problems. We also explored the concept of displacement which linked to our lessons in Science. The students thoroughly enjoyed learning about different floating and sinking forces and went on a scavenger hunt at home to find examples of toys and products that demonstrate these in action.

In History and Geography, the students investigated sustainability and the environment. We discussed the Aboriginal connection to the land and the students are developing an awareness that to protect our natural resources, we must find sustainable solutions to problems that work well now and in the future.

Congratulations on another positive and productive week, Year 2. A special thank you to all our parents and carers for your continued support. We are so lucky to have such a supportive Year 2 community.



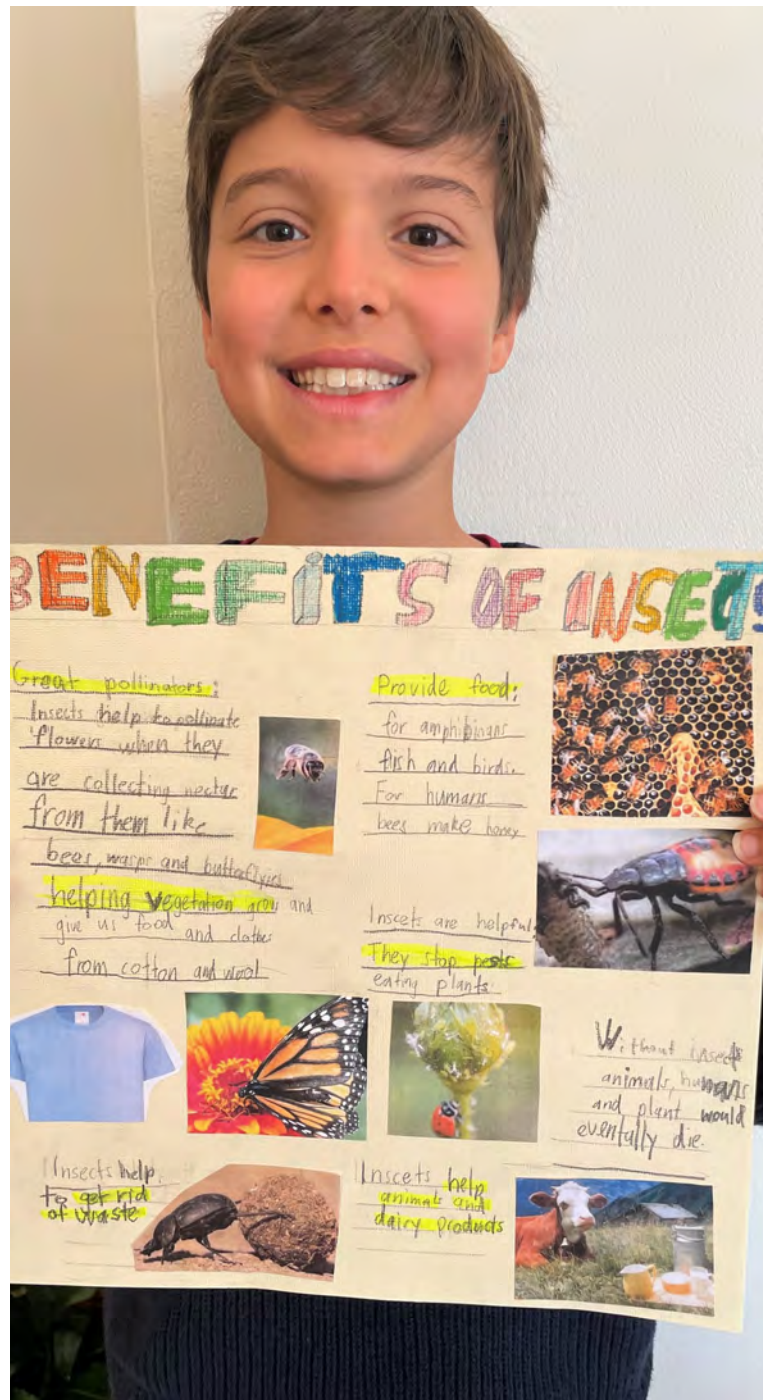


In Year 3 we have been getting creative and downright practical as we dive into our online learning.

In PDH we learnt about the importance of being unique and knowing what your values are. We discovered that each of us values different things and that is part of what makes us unique and special. These differences can work together to make the world around us a better place. We had the opportunity to get creative and compile creative collages that demonstrate that our communities are made up of unique people. This uniqueness is to be respected and celebrated.

In Maths we got practical and measured the perimeter of differ shapes, objects and even the perimeter of our desks and rooms. We were even tempted to measure the perimeter of our homes but realised that could take a while.

Here are some photos of the fun we had:





Save the bees!

Why is saving the bees so important?

Role in the Ecosystem: Bees are a keystone species; if bees die off it will end most life. In nature, various animals depend on bees for their survival because their food sources – nuts berries, seeds, and fruits – rely on **insect pollination**.



DIVERSITY



BENEFITS OF INSECTS

Great pollinators:
Insects help to pollinate flowers when they are collecting nectar from them like bees, wasps and butterflies helping vegetation grow and give us food and clothes from cotton and wool.

Provide food:
for amphibians, fish and birds. For humans bees make honey.

Insects are helpful:
They stop pests eating plants.

Without insects:
animals, humans and plants would eventually die.

Insects help:
to get rid of insects.

Insects help:
animals and dairy products.

BUGS

DID YOU KNOW THAT EVERY SINGLE PIECE OF FRUIT COMES FROM BUGS.

WE GET ALL OF OUR FOOD FROM INSECTS SO WE WOULD NOT SURVIVE FOR LONG IF THEY WERE GONE.

EVERYONE IS DIFFERENT

The Year 4 students of Moral Studies have embraced their Term 3 Unit, 'The Right to be an Individual' and have willingly challenged stereotypes commonly present in our modern society. The students have considered what it means to have equal choices and how important it is to have the power to decide who and what they are, rather than have others pigeon-hole their character.

The Year 4 students have discussed that Human rights recognise the fundamental value of every person - regardless of our cultural background, where we live, our physical appearance or indeed what we think or what we believe.

They have discussed that rights are based on principles of dignity, equality, and mutual respect, which are shared across the cultures, religions and philosophies of a multicultural world. These are rights ALL people should have, just because they're people.

Australia had noteworthy involvement in the preparation of the Universal Declaration of Human Rights, which appreciates everyone on the planet. These rights recognise the significance of being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives.

Respect for human rights is the cornerstone of strong communities in which everyone can contribute and feel included.

The Year 4 students value their rights, and their voices are strong.

Well done, Year 4. Your message is loud and clear!



By **Asher Flekser**



By **Eden Elski**

We only want stereotypes to be broken

Humans are not stereotypes



By **Brandon Bova**



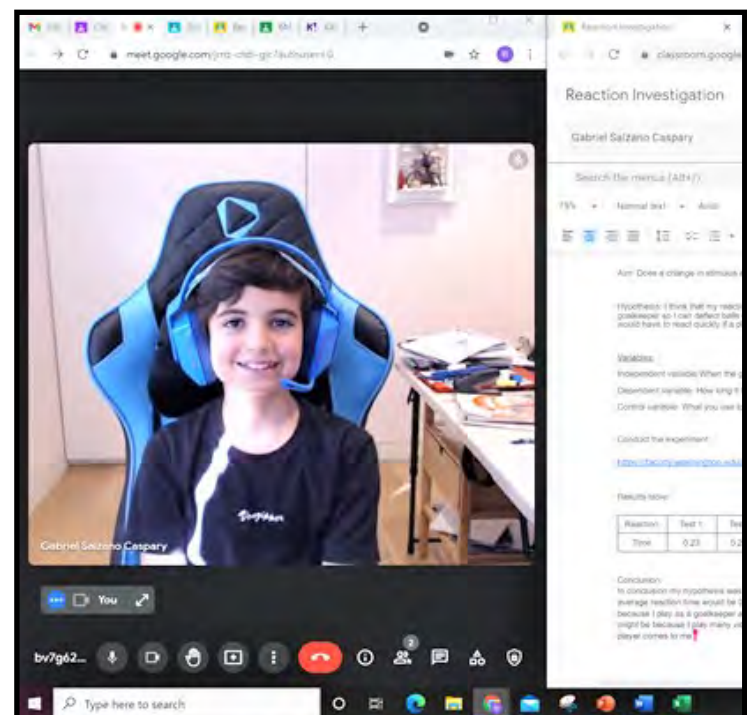
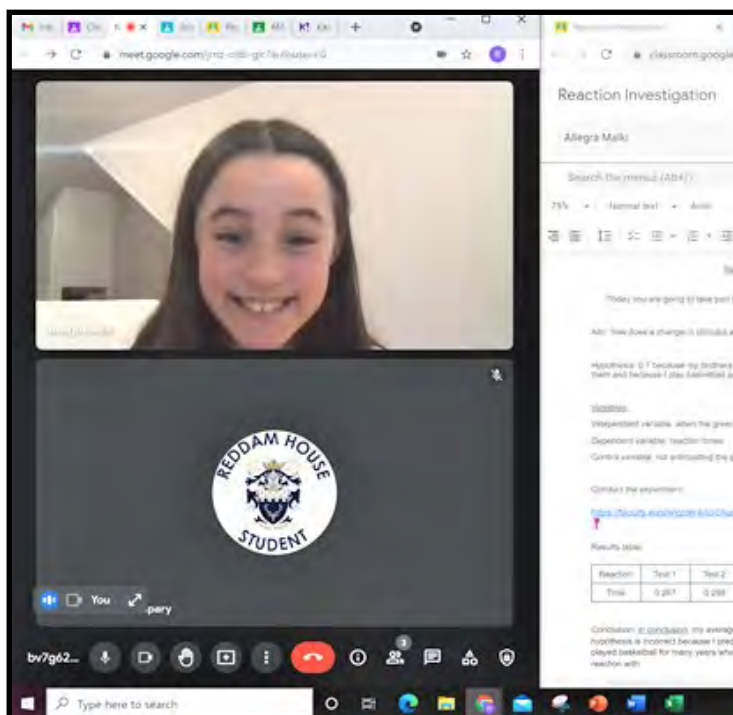
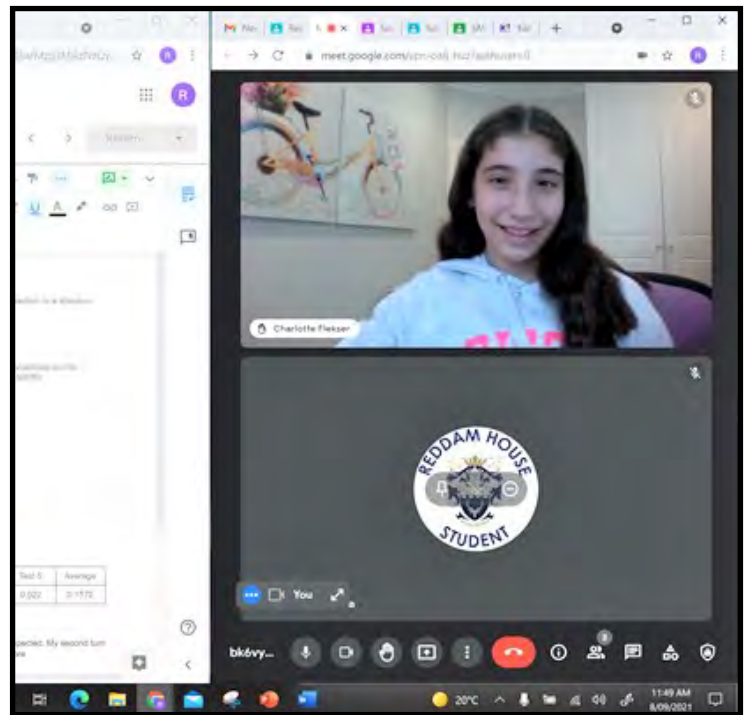
"Ride a horse then jump over that hurdle made of prejudice."
By **Catherine Fu**

YEAR 5 & 6 SCIENCE

This week, both Year 5 and 6 students have been developing their scientific investigation skills further. Students were posed with the question 'does a change in stimulus affect reaction time?' and were asked to investigate and complete the experiment.

During the investigation they addressed points such as the hypothesis, variables, analysing data and writing a conclusion. Year 5 and 6 students' scientific investigation skills have improved so much since the start of Term One. Students are now more critical in their thinking and can carry out a full investigation without hesitation.

Next week, Year 5 students will continue with their forces topic, whilst Year 6 students will continue with their electricity topic.



This week, the students in Years 5 and 6 completed their writing assessments. Well done to all of them for remembering to write their PETAL paragraphs.

With the formal writing examination having been completed, the students continued reading for enjoyment. They read aloud; with accurate fluency, tempo and articulation as core skills being encouraged. They focused on plot development and characterisation. Activities such as 'diary entry', 'newspaper article writing' and 'naming the chapters' got them to further immerse themselves with different aspects in their respective novels. To successfully produce excellent final products, they revised language conventions and formatting of these writing types.

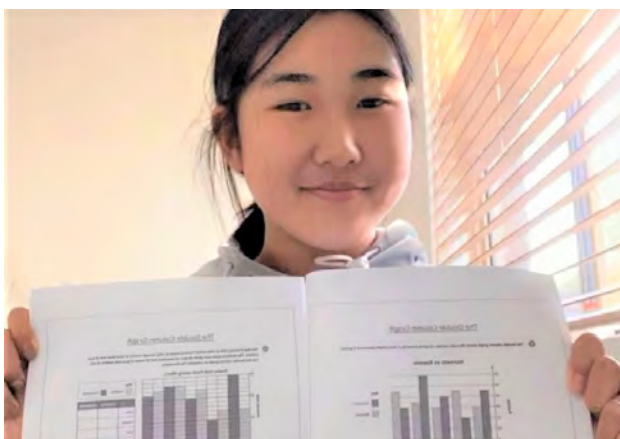
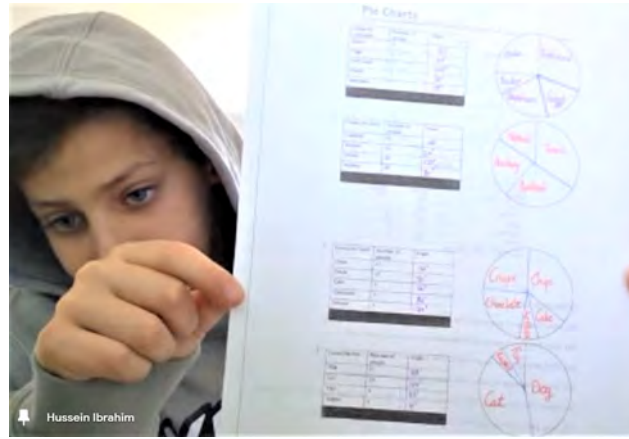
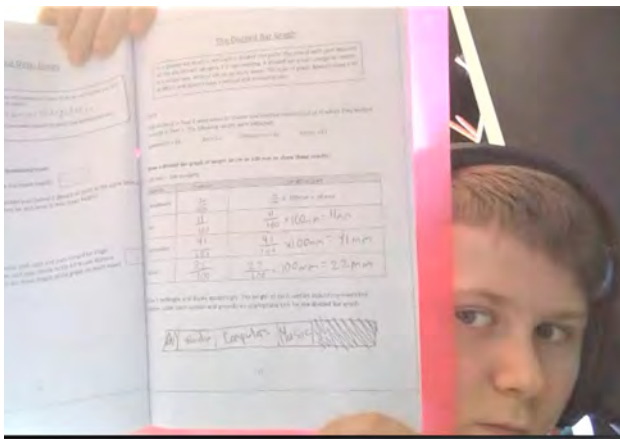
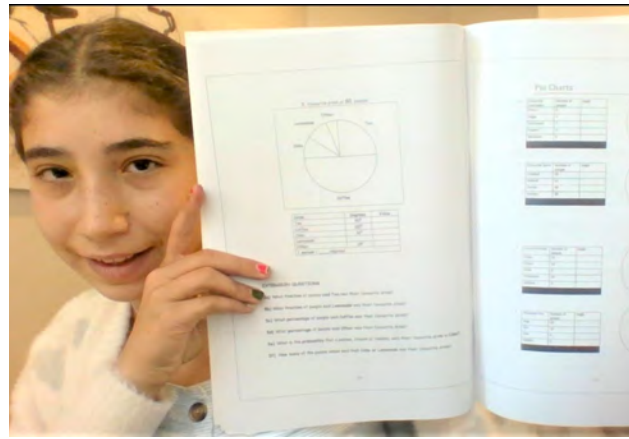
Well done, Years Five and Six, for a successful week.



YEAR 5 & 6 MATHEMATICS

The Year 5s enjoyed investigating data this week. They started off the topic by discussing how much data is used when referring to the current COVID epidemic and how it is represented using a variety of graphs. They noticed that dot plots are not used as they are not effective at representing large amounts of data, but they have spotted line graphs, column graphs and pie charts used quite regularly in the media. They also made connections between their previous topic, Fractions, and their use in constructing and analysing pie charts.

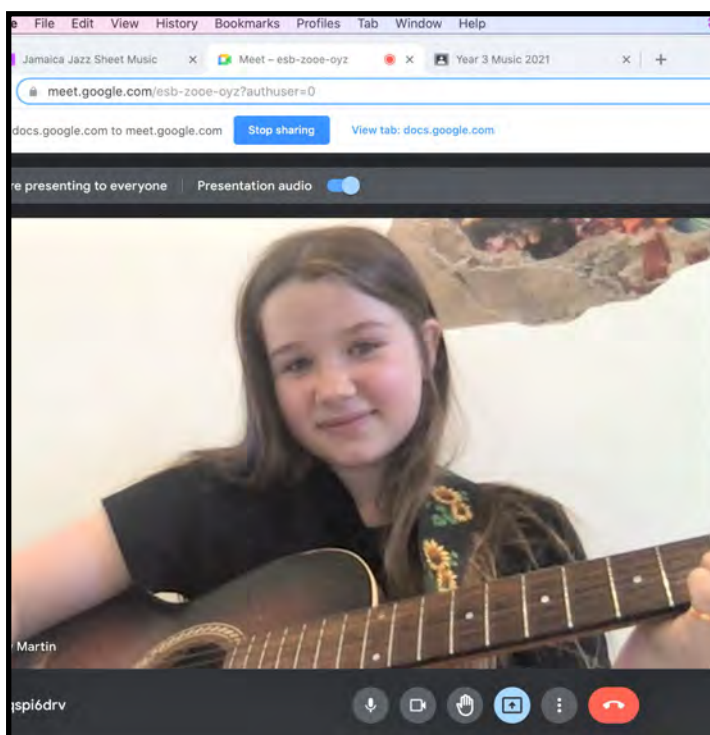
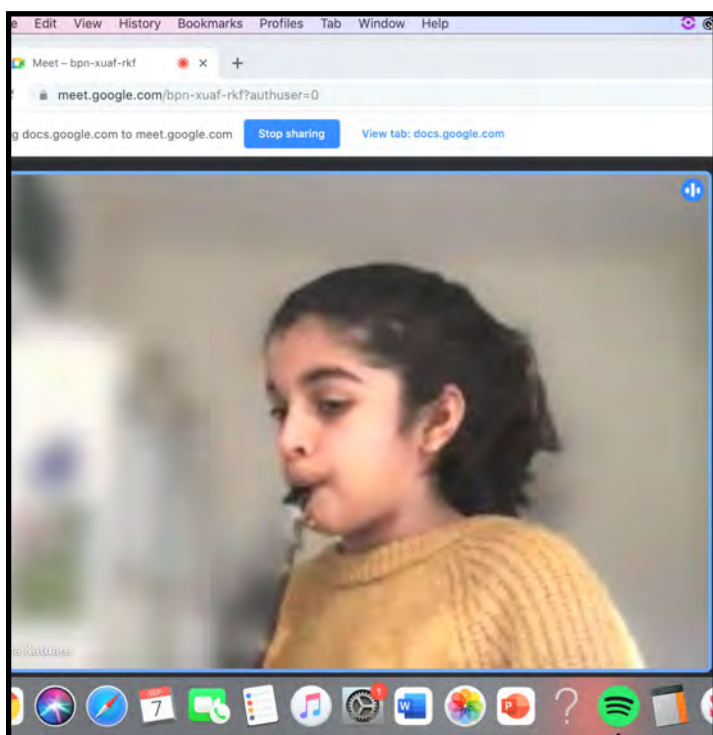
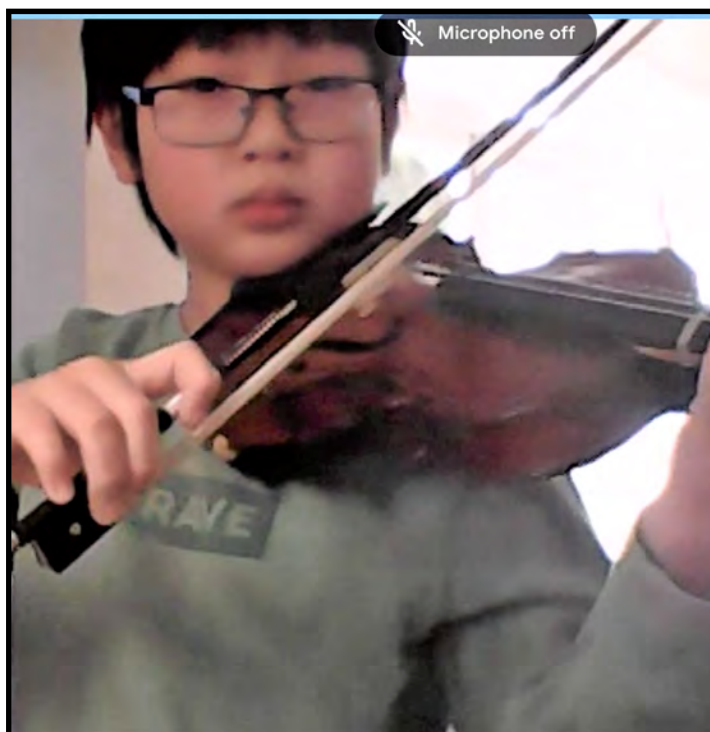
As the Year 6s get stuck into their Data topic, they are recognising a lot of familiar graphs from last year, including divided bar graphs and travel graphs. They are taking more notice of the horizontal and vertical axes (also known as 'x' and 'y' axes) and the scales that can be used for various graphs. There are plenty of fascinating discussions occurring as they look at different case studies. One such discussion involved the data resulting from a survey to see if people could taste the difference between blue smarties and yellow smarties. Students were very keen to analyse the results and determine why a significant number of people believed they could taste the difference. It led to discussions about how data is collected and how easy it is for data to be misleading. Year 6 students will be tasked to find examples of misleading graphs in the media for next week...



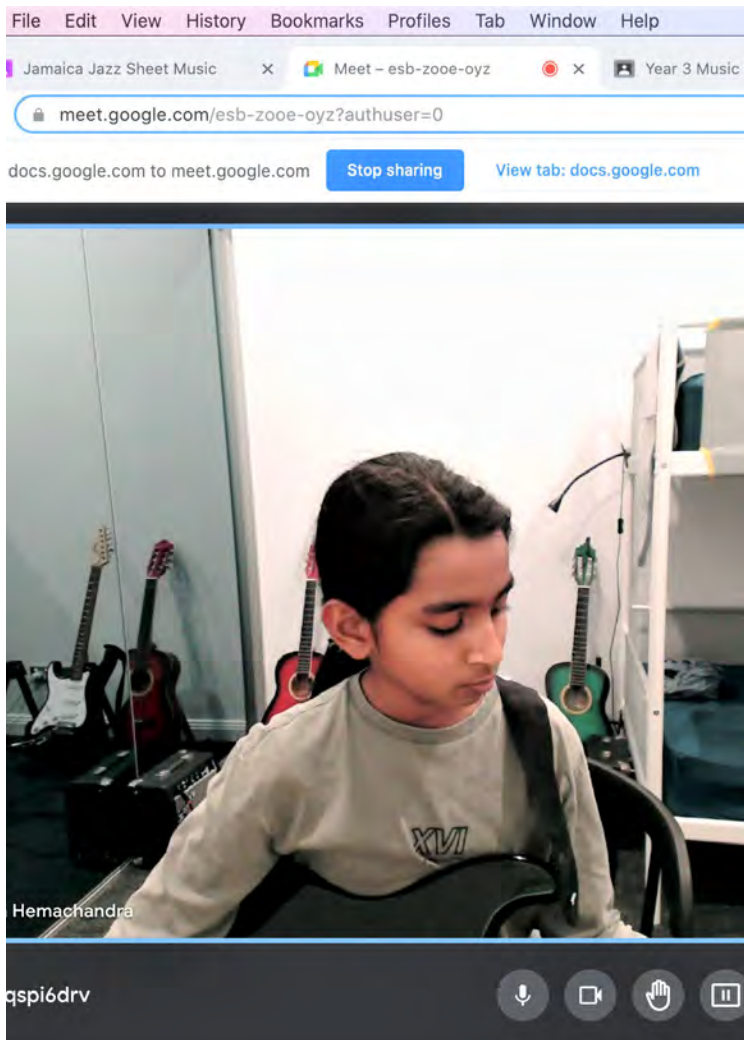
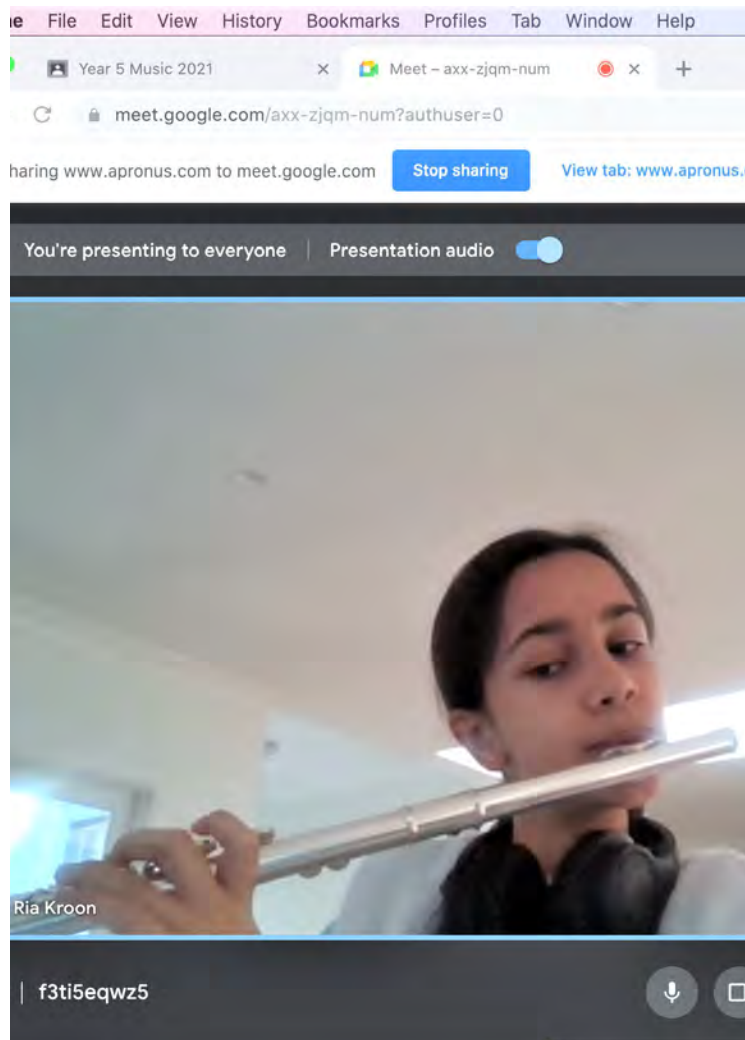
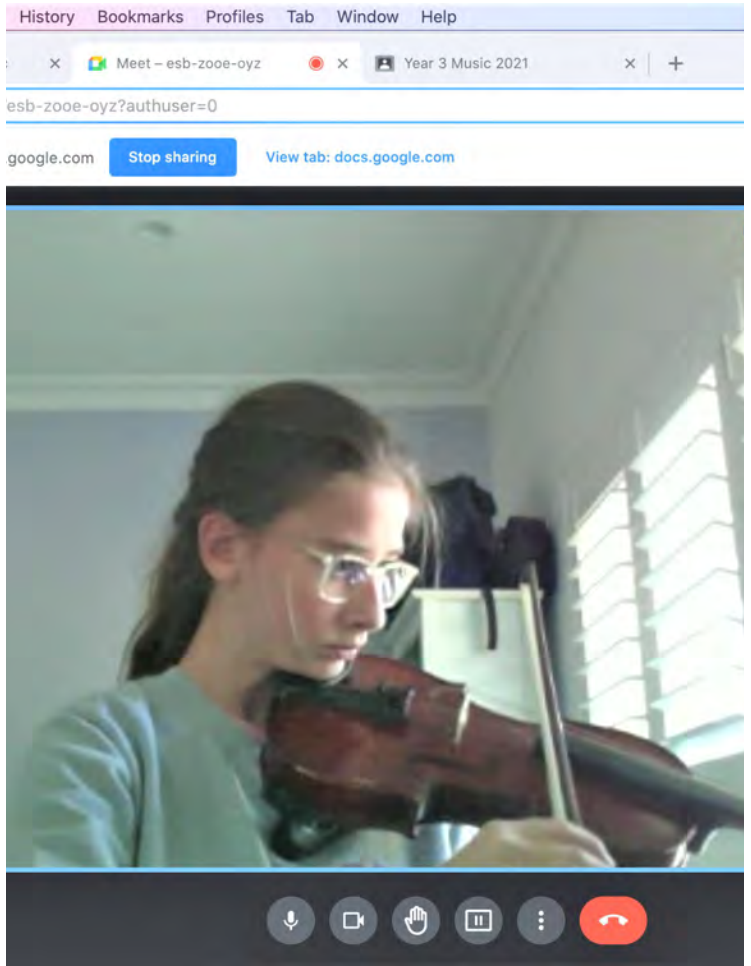
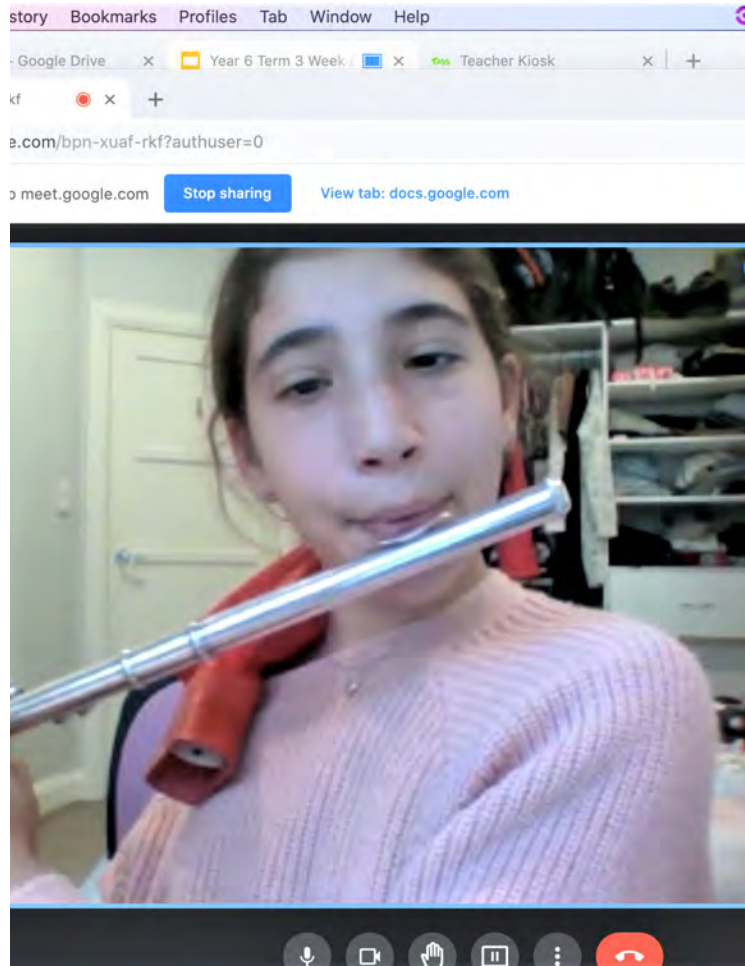
MUSIC

Year 3-6 students spent the past week continuing to learn the pieces they began in week 7 of the term. They sang the pieces using the lyrics or pitches first, then clapped through the rhythms to learn them securely, before trying to perform them either on a virtual keyboard, or on their own instruments at home. It was lovely to hear instrumental performances within the online environment, and it is impressive how quickly students have been able to learn to play the pieces fluently and accurately.

Year 2 students continued to explore graphic scores, performing from a few different examples of graphic scores, as well as composing their own. They all enjoyed selecting their own 'household percussion' items to incorporate into their performances, and the quality of work was astounding!



MUSIC



MUSIC PERFORMANCE

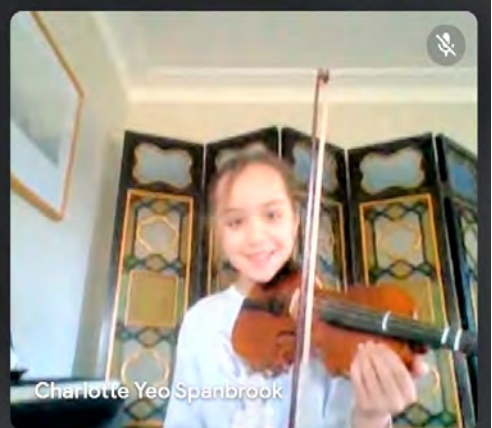
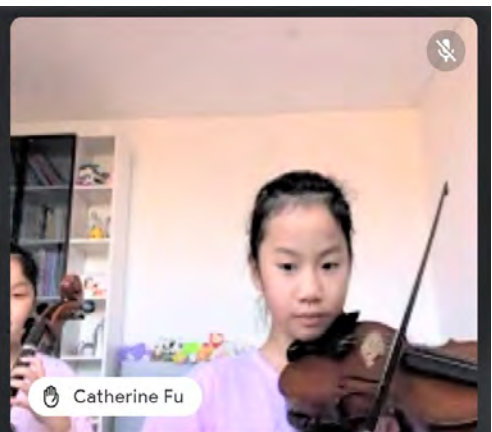
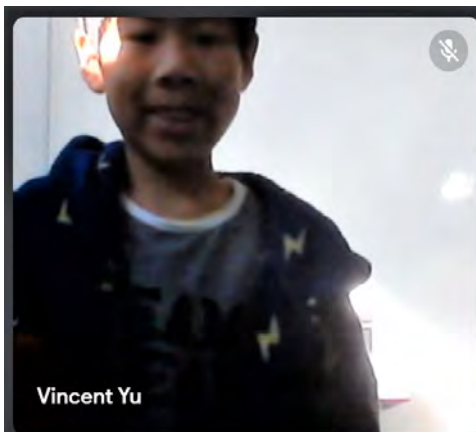
As we enter the final few weeks of term, many of our instrumental students are busily preparing their video performances for our online studio recitals, which are going to be an enjoyable way to showcase the work of our students and their teachers. We look forward to being able to share these links in our school newsletters as they are available. Many students are also preparing for external examinations through Trinity, AMEB and ANZCA. These are being held online this year, which luckily our students have had lots of practise at. Some wonderful results have already started coming through, and we look forward to sharing these and acknowledging our students.

Please enjoy this selection of photos, which include some photos of the Year 3-4 String Ensemble's recent rehearsals and at-home practise. Congratulations to all our students on maintaining their practise and enthusiasm at this time.

Year 5-6 Wind Band

The Year 5-6 Wind Band students have been playing a jazz chart this term called 'Banana Blues'. This week during rehearsal, we started working on developing an improvisation in the song. Students first came up with a rhythm, and then used the guide notes in the piece to make up their own solo. 'Banana Blues' has presented some good challenges for us as a band. We have learnt how to play jazz quavers, and we have reflected on the importance of good articulation. Students in the wind band have also been perfecting their parts for last term's songs, including 'The Addams Family' and the 'Avengers Theme'. We are looking forward to building our repertoire with more charts, and developing our improvisation skills in our rehearsals for the rest of the year!

An opportunity for our string players: Symphony for Life has an opportunity for string players of all ages and abilities to take part in a virtual online concert premiering an Australian composition. For details, please visit: <https://symphonyforlifeoundation.org/2021/08/16/symphony-for-lockdown-australian-virtual-orchestra-sign-up/>



MUSIC PERFORMANCE



BOOK RECOMMENDATIONS

K-2: PIG THE MONSTER by Aaron Blabey

In this story, set around Halloween, **Pig** wants all the lollies he can get (even if chocolate is bad for dogs, and his friends and other dogs that live near him want to share with him).

Pig's pranks and tricks might work to bring him chocolate, but is this the right way to go about it? Should he be hoarding the chocolate and not sharing? Never fear, Trevor, his friend, is there to help him work it all out. But can Trevor help **Pig** in time? Or will **Pig's** impulses get him into trouble again?

Another laugh-out-loud book from one of our best-selling Australian authors, **Aaron Blabey**. Perfect for readers aged 4 and up.

3-4: NINJA KID 8 By Anh Do

Ninja Kid is the story of Nelson Kane, who, on this tenth birthday, discovers he has developed ninja powers. He is no longer an accident-prone nerd, but instead is nimble and strong, with lightning-fast reactions.

On this new episode, something strange is going on... all the animals in town have disappeared! But with Grandma's latest invention, Nelson and Kenny, his friend, can sniff out trouble by turning into dogs! How will they find the pets when they can't stop playing fetch?!

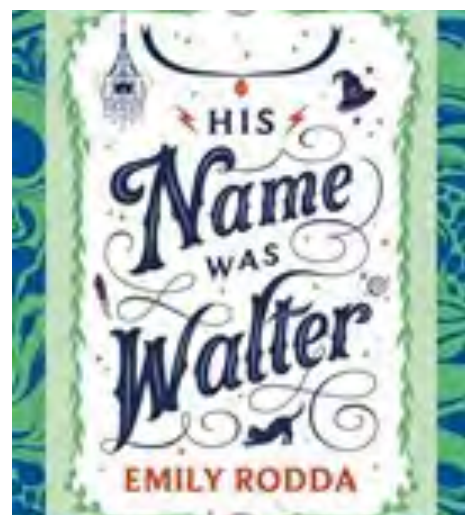
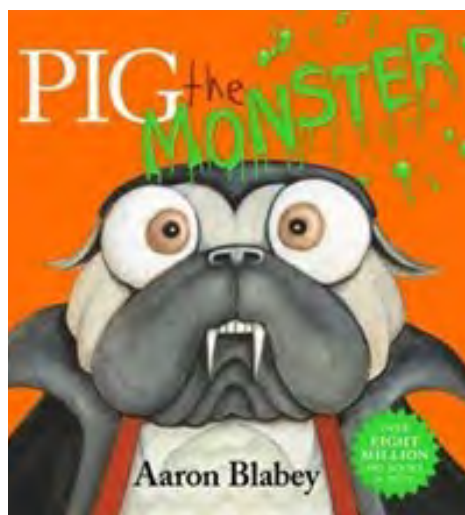
Ninja Kid is a great adventure read for ages 7 and up.

5-6: HIS NAME WAS WALTER by Emily Rodda

Once upon a time, in a dark city far away, there lived a boy called **Walter**, who had nothing but his name to call his own....

After their bus breaks down on a school excursion, four kids, including Colin and their schoolteacher, take shelter from a huge storm in a nearby deserted mansion. While there, Colin discovers a secret drawer that contains an old book with strange vivid drawings and a handwritten story about a boy called **Walter** who was found abandoned and was raised in a beehive-orphanage. The five start to read it to pass some time and while he tries to rationalise the feeling, Colin feels strongly compelled to keep going after the teacher calls for it to be put down.

A great fantasy and mystery read for ages 10 and up.



2021 ILLUSTRATION CHALLENGE – WOMBAT BOOKS



The Art Department invites students from Years K-6 to create an illustration to be published in a unique picture book by the team at Wombat Books.

Winning illustrations will be published in the new book, 'Screen Free Holiday' which is due for release in 2022. They will be acknowledged on the Wombat Books website and social media.

Judging decisions will be made by the Wombat Books team of authors, editors and illustrators.

PROCESS

1. Choose **one** spread from 'Screen Free Holiday' to illustrate. Please find the link below to find a text you would like to work on:

<http://www.wombatbooks.com.au/Filesforgeneralwebsite/ScreenFreeHoliday.pdf>

2. Use an A4 or A3-size page. Your work **MUST** be illustrated in landscape (NOT portrait mode).

3. You may use mediums/mixed media such as: watercolours, oil pastels, soft pastels, colouring pencils, paint etc.

4. Please do not bend, fold or crinkle your illustration. It unfortunately cannot be considered for publication if it is folded.

Wombat Books do accept high-resolution photocopies of the original illustration if you want to keep your original safe (The Arts Department can do this for you).

5. Please **write your name in pencil** on the back of your illustration – neatly!

6. PARENTS/CAREGIVERS please fill in the form provided in the link below:

<http://www.wombatbooks.com.au/images/CompetitionEntryForm2021.pdf>

(Please tick ALL boxes - Our Art Department have access to the purchase of previous Illustration Challenge books.)

7. Unfortunately Wombat Books are unable to send entries back after judging. They will find a special place in their Wombat office for them.

8. For any more information, please visit the Wombat Books website:

<https://wombatrhiza.com.au/illustration-challenge/>

**Entries must be submitted to the Art Department by
MONDAY 2nd NOVEMBER 2021 (Term 4)
With the completed entry form and signed by parents/caregivers**

Top entrants in Years 3-6 will earn points towards their Reddam Cultural Colours.

If you have any questions, please ask the Primary Art Department
(amanda.william@reddamhouse.com.au) Good Luck!



2021 OZ KIDS - ONLINE ART COMPETITION
(Drawing/Painting/Photography/Computer Art)



The Art Department invites students from Years K-6 to enter the Oz Kids Online Art Competition.

PROCESS

1. Theme: You can create your artwork based on any theme or idea.

2. For the artwork: No more than 5 entries per category.
(Drawing/Painting/Photography/Computer Art)

3. Art Categories:

Drawing: Pencil, ink, charcoal, pastel, crayon. From life and observation. Drawings copied from published photographs should not be submitted.

Painting: Oil, acrylic, watercolour, gouache, casein, tempera on canvas, canvas board, paper, any flat surface.

Photography: Digital cameras may be used. Your photos can be black and white, colour, or experimental. May be still life, landscape, photojournalistic, portraiture, abstract, commercial (product) photography.

Computer Art: Software-created works generated on the computer that use drawing, painting or design/building techniques to create people, animals, characters, objects, building, and vehicles – either realistic or fantastical – and ABSTRACT works.

Also included in this category should be sampled photographic/digital images that are heavily manipulated or compiled/collaged to create an original image, and "electronic mixed media."

4. **Entry form** MUST be completed by a parent/guardian via the link below:
(Scroll to the bottom of the website to complete and follow the prompts)

<http://www.ozkids.com.au/gallery.php>

Once the entry form has been completed and submitted online, please attach a printed copy with you artwork when you hand deliver to the Art Department.
(OR email the completed entry form if unable to print: Amanda.william@reddamhouse.com.au)

5. Entries close **MONDAY 13th SEPTEMBER** 2021.

Top entrants in years 3-6 will earn points towards their Reddam Cultural Colours.

If you have any questions, please contact the Primary Art Department.

Good Luck!





REDDAM
— HOUSE —

Calendar 2021		
Term 1	Tuesday 26 th January Wednesday 27th January Thursday 28th January Thursday 1 st April	Australia Day Public Holiday Year 7 Orientation & Testing Day Staff Development Day Term 1 Students K - 12 Term 1 Ends
Term 2	Monday 26 th April Tuesday 27th April Monday 14 th June Friday 25 th June	Staff Development Day Term 2 Students K - 12 School Closed - Queen's Birthday Term 2 Ends
Term 3	Monday 19 th July Tuesday 20th July Friday 24 th Sept	Staff Development Day Term 3 Students K - 12 Term 3 Ends
Term 4	Tuesday 12 th October Wednesday 13th October Wednesday 8 th December Friday 10 th December	Staff Development Day Term 4 Students K - 12 Term 4 Ends Teachers' Last Day

- Good Friday & Easter Monday: 2nd April & 5th April (Term 1 School Holidays)
- Anzac Day: 25th April (no replacement holiday as it falls on a weekend)
- Rosh Hashanah: 6th - 8th Sept (within Term 3)
- Yom Kippur: 15th - 16th Sept (within Term 3)
- October Long weekend: 4th October (Term 3 School Holidays)