



# REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



**REDDAM**  
ELS

5th February 2021

## Principal's Message

By Mrs Simone Cooke

Dear Parents,

We are thrilled to be welcoming our new families to Reddam ESL St Leonards. Over the upcoming year we hope that the easing of Covid restrictions will allow us to host a range of school celebrations and special days, which will enable you to meet our existing families, extend friendships and enjoy the richness of our Reddam school community. Joining in celebrations of special cultural days together allows us to recognise the diversity of our community and provides our children with a strong sense of belonging, being and becoming. It encourages our children to develop greater understanding, tolerance and acceptance of views and beliefs different to their own and with this comes knowledge, growth and a greater understanding of the world around them.

Next week 12 February we will be enjoying the first of these celebrations when we celebrate Chinese New Year together. In the Chinese Zodiac this year is the Year of the Ox. The Ox is known for being hardworking and methodical and as a result 2021 is heralded as a year when hard work will be rewarded. I am told that the Metal Ox year is also positive for making order in family life and for solving of problems, which offers peace and harmony and a year when everything gets solved! We very much hope that this will extend to the entire world.

In preparation for our celebrations the children will be cleaning together in preparation for the new year and decorating with the lucky colour red. Placing little treasures to be found is always a good way to clean in those forgotten spaces! Our Stage 3 children as part of their provocation will be hosting a special Yum Cha meal and practising their chopstick skills and even making pretend dumplings. Our Mandarin teacher Ms Ona will be sharing many of the ancient Chinese traditions with the children, talking about honouring ancestors, sharing stories about grandparents and giving thanks to nature, Father Sky and Mother Earth.

Some children may receive red envelopes containing money as a New Year's gift from their families or friends, these are called hangbao in Mandarin and Lai in Cantonese. The children will be discussing how the colour red is a symbol for energy, happiness and good luck and giving an envelope is a way to send good wishes and good luck.

This year we will continue our Mandarin classes for all children from Stage 2/3 – Stage 4. Learning a new language at a young age offers many valuable skills such as critical thinking and mental flexibility and is very beneficial for brain function. It is also a wonderful opportunity to expose our children to the richness of other cultures and learn about other traditions and practices.

The following Specialist classes will be taking place for Term One:

<i>Day of the week</i>	<i>Downstairs</i>	<i>Upstairs</i>
<i>Monday</i>	<i>Piano/Music</i>	<i>PE/My Gym</i>
<i>Tuesday</i>	<i>Drama</i>	<i>Yoga</i>
<i>Wednesday</i>	<i>Yoga</i>	<i>Drama</i>
<i>Thursday</i>	<i>Stage 2/3 - Mandarin Stage 1&amp;2 - My Gym</i>	<i>Piano</i>
<i>Friday</i>	<i>PE/My Gym</i>	<i>Mandarin</i>

# Stage 1: 1R

By Mrs Amanda Felton

This term our Stage 1R children will be commencing their first Provocations on Nursery Rhymes. This is designed to promote language skills as we focus on simple rhymes and the children explore language, literature and simple chants and songs in a fun way, which promotes language development and interactions with others.

This week we focused on puppet play with our Nursery Rhyme Humpty Dumpty, not only did the children have the opportunity to learn new words they were actively able to join in with drama and actions, with the puppets capturing their attention.

As we know young babies love cause and effect and they thought it was very funny to see poor Humpty falling off the wall. As a follow up activity, the children did a collage artwork where they could practice their pincer skills through sorting through materials, placing them and gluing them. These fine motor skills are wonderful for building children's independence and providing them with opportunities to concentrate on the task at hand.

With specialist classes now resuming the children enjoyed gross motor play and experimenting with music. The children also engaged in My Gym and they did so very well for their first gym class. They showed lots of bravery and confidence when they did their little flips and turns. Well done stage 1R!

It has been a wonderful week and whilst we have several new babies joining us this week, the children are already starting to show bonding with each other and their teachers. Welcome little ones.



# Stage 1R: Making new friends!



# Stage 1R: My Gym and music introduction



# Stage 1: 1E

By Miss Jusine Heydra

**"Tell me and I forget.  
Teach me and I remember."  
Involve me and I learn." Benjamin Franklin**

This week we left the shore and dived deep into the magical waters of the ocean. During group time the children learned about the five different layers of the ocean and who lives under the sea.

Our first sensory activity was based on different sea animals that the children could explore with through play and interactive group time.

Our second sensory activity was smaller ocean animals with pebbles and shells through which fine motor skill development was encouraged as the children could arrange and play with the animals, pebbles and shells. We also worked on developing their vocabulary by naming the different animals at both sensory activity tables and in group times.

Furthermore, as we explored the different colours and layers of the ocean the children each had the opportunity to participate in painting the fifth layer of the ocean which is the trench zone. This is the deepest zone of the ocean and reaches into narrow cracks of the ocean floor. It is pitch black and nearly freezing. By using paint brushes to paint a large section on paper black the children worked on their hand-eye coordination.

Lastly, during group time we focused on a book called "Hooray for Fish" , written by Lucy Cousins. The children really enjoyed the bright colours and easy rhymes of this book. They loved the adventure of little fish as he met new friends spotty and stripy, happy and gripy, hairy and scary, even curly whirly and twisty twirly.

## **Housekeeping:**

Please ensure your child is dropped off at school between 8:30am and 9:00am so that they can settle in and enjoy our sensory table activities and morning group time.

Also ensure all personal items are clearly marked and labelled.

# Stage 1E: Fun in the sand pit!



# Stage 1E: Layers of the ocean





# Stage 1E: Sea animal exploration!



# Stage 1E: Sea life exploration!



## Stage 2R:

Miss Madeleine Grant

### What a Wonderful World

This week we began our term's learning provocation, which will be a study of the natural world and the range of environments and landscapes that make up our planet. Each week we will be focused on different natural environment. Across the term the children will be exploring deep oceans, sandy deserts, dark forests, snowy mountains, and beyond. Through these subjects the children will be encouraged to extend their language and processing skills as they participate in sensory activities that allow them to discover the animals, plants and natural formations that make up these regions.

To introduce the topic we simply looked at the Earth as a planet. We read *Here We Are: Notes for Living on Planet Earth* by Oliver Jeffers, a beautiful book that encompasses the scope of our world and looks at our place within our physical and social environments. Understanding the links between ourselves and the space around us is fundamental to ensuring children are fulfilling the core elements of our learning programme – belonging, being and becoming.

As a class we looked at images of the Earth and asked the children to describe what they saw – a blue and green circle surrounded by black space. At this age children are beginning to understand concepts like colours and shapes, and are increasingly able to identify and name what they see with accuracy and confidence. Over the year we will be refining these skills and introducing numbers and letters into their vocabularies, so starting with simple colours and shapes allows us to gain an understanding of where they are, and where we can go from there!

Taking the blue and green theme, we made playdough in these colours and allowed the children to mix and mould them together to create their own mini globes. They used natural resources and loose parts such as sticks, stones, gum-nuts, corks and leaves to both manipulate and decorate their creations. Loose part play encourages children to be resourceful and think outside the box as they incorporate them into their activities. It also provides a great opportunity for them to use their ever developing fine motor skills as their little hands grasp and grip the tools.

Next week we will be continuing our exploration of planet Earth, as well as sharing cultural heritages as we celebrate the Lunar New Year!

## Stage 2: Playdough mini globes



## Stage 2: Natural material exploration



## Stage 2: Lets explore!



# Stage 2/3:

By Miss Gabriela Alvarez

## Acknowledgement of Country

Children are connected with, and they contribute to their world. It is important to have a positive sense of self-identity and experience respectful and responsive relationships with other people and places alike, which contribute to children's sense of belonging, being, and becoming.

An "Acknowledgement of Country" is a way of showing respect to the traditional owners of the land. Daily activities and play that celebrate our country are important because they encourage children to engage with diversity and respect other cultures and traditions.

Children are connected to the natural world and on our learning station "Playful by Nature", provided the children with access to a range of natural materials in their environment; Children use play to investigate, project, and explore new ideas. This week we set up learning stations with red sand to represent Uluru. In engaging in these activities we enabled the children to extend their knowledge of the Australian environment and encouraged them to care for and learn from the land, where they can also learn and respect natural and constructed environments.

Fine motor skills involve using the small muscles that control the hand, fingers, and thumb. is an important skill development for young children, allowing them to build their fine motor skills at an early age . In our learning station 'Fine Motor Fun' the children used stones to follow the different patterns of lines . This can be a challenging task yet the children strived for accuracy and built dexterity and wrist movement, Offering this type of practice assists them greatly in building the muscles required for correct pencil grip etc . Extending on this activity the children were further invited to draw Aboriginal Symbols, this helps children perform crucial tasks like reaching, grasping, and moving objects. As children extend their fine-motor skills, their self-esteem grows too. They learn about cause and effect and how they have an impact on the world around them.

We read a range of books ('Welcome to Country,' 'Summer Rain,' and 'Why I Love Australia') Which illustrated how Aboriginal communities across Australia have boundaries and are defined by mountain ranges and waterways. Each community had its own way of welcoming others to country, and they still do today. This emphasizes the connection to the environment and community and the symbolism of inviting people to connect with the land.

Our Handprint art we created this week engages the children in interactions that promote respect for diversity and value distinctiveness. We show respect for sharing this land, and we walk together, hand in hand. Children's connectedness and different ways of belonging with people, country, and communities help them learn ways of being, reflecting the values, traditions, and practices of their families and communities. Over time this learning transforms the ways they interact with others.

## Stage 2/3: Playful by nature





## Stage 2/3: Uluru sand



## Stage 2/3: Hand print artwork



## Stage 3:

Miss Emily Chacon

"From before birth children are connected to family, community, culture and place. Their earliest development and learning take place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world." Belonging, Being and Becoming – A Vision for Children's Learning. Early Years Learning Framework

Throughout last week's lessons the children's conversations were based on their homes and families. The children were very eager to share their family photos and talk about family members, houses and pet. Show and tell is very beneficial for children this age as these early language experiences help further develop communication and listening skills.

To extend on from the children's home life we began our exploration of our country, Australia. We began our lessons by first recognising and giving thanks to the Aboriginal people who are the original custodians of the land we learn on today. The children were very engaged as we viewed pictures, talked about the culture and listened to Aboriginal music. Throughout the mornings the children were able to explore at their own pace, at our Aboriginal table. Puzzles, photos, animals, maps and a flag were all available for the children. As the week went by the children's conversations changed and developed, as their knowledge grew.

Each morning we read 'I'm Australian too' by Mem Fox, which is a great book that celebrated Australia's incredible multicultural heritage. This heart-warming story teaches the children that no matter where our families come from, what language we speak, or what colour our skin is, we are all together and celebrate all that makes us. It was interesting to see that some children knew where their families originate from, Russia, China, India, and were eager to talk about cultures within their homes.

Through our research we came to Australian fauna, animals. The children's favourite seemed to be the echidna, so to extend from this they are invited to make their own echidna's with play dough and sticks.

Following on from this interest, we read an information book called 'Australia' by Pete Cromer. Pete Cromer is a popular Australian artist; whose art is instantly recognisable for their signature bursts of glowing colour and beautiful textures. The children then sat one on one with Miss Emily and were guided to look through the book and find an animal they wanted to draw. Using inspiration from Pete Cromer each child drew their Australian animal and using water colour paints and pens to give it the dash of colour they needed.

Next week we are exploring China. The children are very excited for their 'Yum Cha' morning tea which will be held on Wednesday 10<sup>th</sup> February, and Friday 12<sup>th</sup>. Please email the dishes you will be bringing in, so I can properly plan. Please NO NUTS & NO SESAME in any of the dishes, thank you.

## Stage 3: Making fairy bread!



## Stage 3: Self portraits!



## Stage 3: Echidna and Australian animal creations



# Stage 3: Exploring Australia!



# Stage 3/4:

By Mrs Riina Andrew

## Self-Identities

Following on from last week, we continued the discovery of ourselves through the arts (visual and creative) and problem solving. Our first experience was related to the previous self-portraits that we completed last week. Using playdough as our medium, we sculptured and moulded the dough to form 3D versions of how we see ourselves. Working at a table with one other child allowed our focus and full attention to be used for the task at hand. Most children worked quietly and independently at the experience, talking to themselves as they moulded and sculptured, whereas other children preferred to discuss with their peer, the steps that they were taking to make their creation. It was very interesting to witness the children create representations of themselves and hear the children explain how they see themselves as a student and a child.

The second experience allowed the children to explore their feelings at that current time of day. Using small rocks that have been decorated with facial features, such as, mouth, eyes and nose, the children placed the rocks into a wooden frame to create a representation of how they feel. Some children decided to represent themselves as feeling happy. Some children presented themselves as being shy and some children represented themselves as feeling hungry! Each child was able to express how they felt visually. This experience will assist the children with communication and verbal expression, in teaching the children how to express their feelings and emotions in ways that are acceptable and valid.

The third activity allowed the children to participate in role play situations. Each child's photo was attached to a coloured wooden block of their choice. Some children chose tall blocks, and some chose shorter ones. These blocks were then added to the doll's house area. The children spent a great deal of time acting out common situations that they may be familiar with from home, for instance, pretending to cook dinner, playing with their toys, and helping clean their bedrooms. Each different scenario included the children using their own photo blocks and acting out their experiences in role play situations. The conversations the children participated in using expressive and receptive language, during this time, has allowed each child's confidence level to increase and through participation of playing together has fostered friendship groups and bonds.



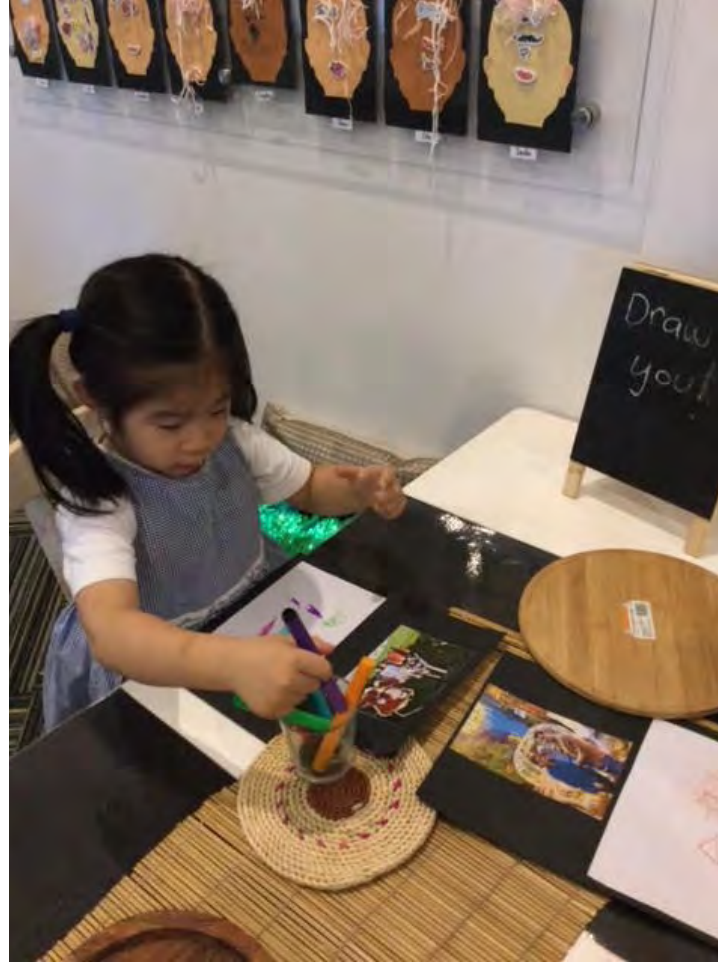
## Stage 3/4: Self identities



## Stage 3/4: Working together



## Stage 3/4: Family portraits



# Stage 4:

By Miss Emily Brazel and Miss Lauren Doughton

## **I am connected to my family.**

As we continue on with our overarching theme “I am..”, the children are settling back into their new classroom and routine nicely. This week our provocation is “I am connected to my family”. This encourages the children to feel a sense of belonging and connectedness to their families. Through relationships, children learn how to think, understand, communicate, behave, express emotions and develop social skills. This week teachers asked parents to email in a family photo for the children to re-create using a black marker and their creative skills. Children feel safe when they see familiar things around them. By having pictures of themselves and their family up on the wall to see, not only builds a sense of security for them in the physical environment, but their self-esteem is also developed.

## **All about me graphing**

As a class we have been looking at all about me and our physical features. The children have been able to express and show off their qualities of themselves to their peers. One area we have been looking at is eye colour, hair colour and how tall they are. This week we asked the children to talk with their friends and ask them “What colour is my eyes?”. Once the children had an idea of their eye colour, we gave them their name to place it on the graph. This graph was a tool used for counting, predicting, estimating and hypothesising to see the different outcomes. This integration of mathematics into our curriculum, allows the children to develop an understanding of mathematical language and as well forms of data collection; an eye graph.

## **Literacy development**

This week the children were able to practise their literacy skills by using the magnetic letters to create words. Teachers provided the children with a variety of words that coincide with our family's provocation such as ‘baby, mum, dad, sister, grandmother etc’ in order for them to find the correct letters to construct the word. This activity was a great way to not only spark conversations in relation to families and how all families are different but encourage them in developing their awareness of phonics, letter formation, different between capital and lower-case letters and the structure of words.

# Stage 4: Literacy development



# Stage 4: Family portraits



# Stage 4: Literacy development



# Stage 4:

By Miss Maddie Criss & Miss Sarah Ross

"You are a marvel. You are unique. In all the years that have passed, there has never been another child like you. Your legs, your arms, your clever fingers, the way you move. You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything." – Henry David Thoreau

Our provocation this term is all about finding out who we are and what we are interested in. After sitting down with our class, we established the vast variety of hobbies and passions that came with each child. One common factor that kept arising was that all children were enthusiastic about being active and participating in sport! Each activity set up provided children with opportunities to show they could follow instructions, problem solve and persevere when faced with a challenge.

I am athletic

After some of the children discussed a potential interest in golf, tennis and basketball, we decided to create our own resources with the help of the children to set up a sport filled classroom. The children practiced their swings, aim and contact on each of the activities. It was great watching the children control their emotions such as frustration and offer words of encouragement to their peers when they couldn't hit the ball or aim it in the right direction. Stage Four really worked as a team this week and our classroom was filled with laughter and cheering.

I am a champion

After listening to stories of famous athlete's this week and talking about striving towards our own physical achievements, the children in Stage Four were given the opportunity to make their own medals and become their own champions! These medals were a representation of their own unique achievements and interests. The children recognised that the medals were symbolic of achievements that occurred after determination and perseverance.

Bowling subtraction

In this activity, Stage Four developed their bowling skills whilst progressing their mathematical understanding of subtraction. In addition to using fine motor skills associated with rolling a ball using different levels of force whilst aiming at a desired destination, the children also discussed the mathematical procedures involved with bowling in regard to subtracting the number of pins successfully bowled over (x) from the original number of pins (six) to establish a score.

Bring in a photo of what you like to do!

As we continue to explore the children's different interests and hobbies, we would love if you could bring in one photo of your child engaging in an outside of school activity that they enjoy. This can be of anything you and your child choose. This photo will then be included in a display in our classroom. Examples of photos include; your child at sport lessons (e.g. swimming, dancing, taekwondo), cooking at home, doing arts and crafts, weekend outings and other hobbies. We can't wait to see them!



## Stage 4: Table tennis!



# Stage 4: Bowling!



## Stage 4: Golf and basketball



## Stage 4: Hopscotch!



How exciting to be starting back 2021 with drama! I'd like to introduce myself- My name is Katrina (Kat) and I'm so happy to be back at Reddam this year.

In Stage 3 and 4 this week we started with our hello song then we used our choo choo trains to transport us to our drama world. I explained what drama was and discussed some Important tools we use in drama. We explored our imagination hats, listening ear and discovered how we can use our bodies to become anything we want. We learnt that drama is all about pretending and we can pretend to be different people, objects, animals or different things in drama. We shook the parachute then it was performance time! I explained what the theatre is, and everyone sat on the stage. One at a time each friend said their name and what they wanted to be and acted it out and the audience clapped after their performance. Lachlan in stage 3 wanted to be a rocket ship and acted out the rocket taking off. In stage 4 Tom showed us his amazing Iguana Crawl.

Next, we then played honey walk. Miss Katrina called out different things and everyone had to pretend to walk through it. Joy showed us how slippery it was to walk on ice. Oden showed us how wibbly wobbly jelly was to walk on. Christian ran so fast when we were running through fire and Paige even got stuck in quicksand and we all melted.

In the younger year's classes, the children introduced themselves and we played "Simon Says" for our listening ears and used this as a warmup to get our bodies ready for drama. We all went on a drama adventure playing following the leader. I sung and we used our imagination to move around the room differently. Henry showed us how birds fly around the room, we also galloped like unicorns, crawled like wombats and Morgan showed us how lions roar. In stage 3 downstairs Abigail had a turn being the leader marching around the room

The babies got to Meet Miss Katrina the cat. I introduced the parachute and we all got use to touching it, shaking it and going under it, Harry loved going under it and was laughing and smiling. We explored imagination and becoming things with our bodies. We marched like fairies, became birds and flew around the room and Galloped like unicorns. Most of the class were getting use to drama. Hazel got up with me and loved acting out different animals.

It was a busy lesson, and everyone had a lot of fun. It's lovely to be back and I'm looking forward to next week's drama adventure



# My Gym







