



REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM

ELS

5th March 2021

Principal's Message

By Mrs Simone Cooke

Dear Parents,

An important element of our responsibility as educators is to teach our young children about their responsibilities as citizens of the world. This includes introducing children to the concept of sustainability and how we can practice this in our everyday lives. By embedding these practices into the children's routines through simple tasks such as not letting water run too long after washing hands, placing paper in special recycling bins or encouraging children to grow a vegetable garden, use compost or turn off lights when we are not using a room, reinforces the importance of caring for the world in which we live.

Our teachers are important role models and by explaining to a young child why they are reusing packaging or cardboard for art and craft or selecting natural resources over plastic materials, they instil within children a desire to continue sustainable practices themselves in later life.

Teaching children why we have separate bins for plastics, paper and rubbish helps them to understand what happens to waste when we are finished with it. Discussing the role of trees in our environment to provide us with the oxygen that we need to survive also allows them to understand the importance of conservation and allows them to understand that by recycling paper and not wasting it they are able to have a positive impact on the environment and their own future.

This week our children in Stage 2 have been learning about plant life cycles and have been growing their own plants from seeds, learning how to water the plants and observing how seedlings need the sun to grow. In Stage 2/3 the children are exploring the world and looking at the connections between man and nature. These are all wonderful provocations which create interesting conversations that sparks children's interest and encourage them to understand how critical nature is to the survival of our world.

Principal's Message Continued...

An important element of our Reggio Emilia Approach to learning is the using loose parts play to encourage open ended discovery, creativity and inventiveness. Encouraging the children to save and reuse items such as corks, beads, toilet rolls, old CD's etc in their plays further reinforces the concept of recycling and raises an awareness that they can have a lot of fun using resources they already have at home rather than having to have new toys all the time. The children love nothing better than making their own playdough, paints and using collected items such as branches, seed pods, pine cones and leaves in their play.

At Reddam we always reinforce that water is a precious resource and our children are becoming very good at only turning on the tap to wash their hands and making certain that they never let a tap run when not being used. We also teach the children how to use our dual flush toilets to reduce wastage and get them into good habits at an early age.

Our teachers are always looking for creative ideas to bring the outdoors inside. If we find a small snail or worm in our garden which we bring inside to inspect, our children understand that they are to treat nature tenderly and that at the end of our investigation we release it again to the outdoors so that it can live in its natural habitat. By embedding these practices in simple ways we teach our children to respect and value the world around them, whilst seeing the important role that each of them individually can play in preserving and conserving the natural world which is home to us all.



Stage 1R

By Ms Amanda Felton

This week's nursery rhyme focused upon the importance of nature and insects as we learnt the rhyme about *Incy Wincy Spider*, who climbed up the water spout. The children loved this rhyme and were eager to participate not only in the song but also in the range of hand actions. The children enjoyed a range of puppet shows with the spider and we looked at spiders for a sensory experience and, of course, talked about how we must never pick up a real spider because it can give us a bite.

Our babies were really engaged and intrigued by our puppet show and we used this as an opportunity to take the children outside to look at nature such as the leaves on the trees, the little herb gardens that we are growing and how we care for plants and insects in our natural world.

Stage 1 children continued to engage in many additional activities such as music lessons, gymnastics and gross motor play. Not to forget our art activity where everyone had a lot of fun doing their painting of spider prints, as it provided them with the opportunity to explore their fine motor skills and express themselves. It is very exciting to see how far our babies have come since they have started here at Reddam.

Well done Stage 1R, we are very proud of you!



Stage 1R: Playing with Friends



Stage 1R: Incy Wincy Spider



Stage 1E

By Ms Justine Heydra

"Play gives children a chance to practice what they are learning." (Rogers)

This week in Stage 1E we started a new provocation based on the children's interest. We set off on a wonderful and exciting adventure on this centred upon a new habitat, the farm. During our provocation group times we enjoyed learning about different animals that live on the farm and enjoyed singing "Old MacDonald Had a Farm."

As part of a listening activity, I played different farm animal sounds and the children had to guess what animal was making the particular sound. The children really enjoyed this listening activity and all happily joined in by either naming the animal or copying the sound.

I introduced the children to Daisy, our classroom cow, and the children each had the opportunity to come over and milk Daisy. All the children enjoyed pulling and squeezing Daisy's udders (Which was a glove filled with water and white paint), they all participated and had a fantastic time on the milk farm. This activity promoted fine motor skills development and coordination. It also provided us with an opportunity to discuss with the children where milk comes from.

Our first sensory table activity was "washing the dirty cows." The children always really enjoy any activity that involves water. And what can be more fun than water and bubbles. The children were asked to wash and scrub our dirty cows. Some children thoroughly enjoyed being able to immerse their hands in the soapy water, while others enjoyed using the brush to scrub their cows.

Our second sensory activity saw the children enjoy "mini" farms that they could explore and play with. These activity trays helped enhance the children's senses and it provided wonderful self-directed play time.

Our art focus this week was based on our farm provocation and the children enjoyed doing their very own corn printing art piece. This was a very exciting and sensory based art activity as the children had to dip their corn cob in some paint and then roll the corn over their piece of paper. Some really enjoyed the texture and feeling of the corn and the paint, however there were some children that were a little hesitant. Once encouraged and shown how to roll the corn everyone participated and our corn art was a great success.



Stage 1E: Washing Muddy Cows



Stage 1E: Farm Animal Exploration



Stage 1E: Corn Stamping



***“Each child is a different kind of flower,
and together we make a beautiful garden”***

It's hard to believe we are already over halfway through our first term together! Over the past two months we have seen so much growth and development in the children's social, emotional, cognitive and physical wellbeing, and it is so rewarding as educators to see them so happy, comfortable and secure in their learning environments.

We have been steadily including more songs and activities into our daily routine that aim to reinforce a sense of belonging to the group, and encourage the children to extend their language skills and introduce them to early literacy and numeracy skills. During morning group times we sing our welcome song 'Tick Tock' where we greet each child and educator by name, and throughout the day encourage them to use each other's names and utilise their ever growing vocabularies as they play. It has been wonderful to hear that so many have been talking about their friends at home and naming the familiar faces they see in each week's newsletter!

Another regular part of group times has been choosing one special helper to take the role of finding out how many friends are in attendance each day. We do this by having our helper go around the circle, placing their hand on each child's head as we say their name and encourage the group to count out how many they are; "Amelia is number one, Chelsea is two, Claire is three...". After only a few weeks of this we have already noticed how much their speech has improved and how fast they have picked up the sequential counting!

Over the past week we took our learning out of the classroom and into the garden! In small groups we ventured to the playground out back and found a nice garden bed under our window where we gave the children a hands-on activity of planting seeds. We began by taking turns examining the cherry seeds, counting how many they had in their hands, and sharing them with each other. We talked about what seeds were, what their purpose in nature was and what we were going to do with them. The children learnt that seeds can grow into plants if they are planted in good soil, and given plenty of sunlight and water.

They loved having the chance to get messy as we prepared the soil for planting! We put fresh topsoil into the planter box and let them dig around freely, using trowels, spades, rakes and their hands to loosen the dirt and mix it together. We placed the seeds in the ground, and made sure they were nicely covered before taking turns with the watering cans! Gardening together proved to be a great opportunity to teach the children about sharing and being a part of a group, and a great way to deliver constructive educational experiences that encourage working together and ensuring everyone has a turn to play and learn together!

Stage 2R: Garden Exploration



Stage 2R: Garden Exploration



For many Indigenous people in Australia, the land is much more than soil, rocks or minerals. It's a living environment that sustains and is sustained by people and culture. The reciprocal relationship between people and the land underpinned all other aspects of life for Indigenous people. Today, this relationship with the land remains fundamental to many Indigenous people's identity and way of life.

Children benefit greatly from developing a sense of respect and care for the natural environment during their first few years of life. Positive interactions with the natural environment are an important part of healthy child development, and these interactions enhance learning and the quality of life over the span of one's lifetime. Children close to nature relate to it as a source of wonder, joy, and awe. Environmental education during the early years is based on the sense of wonder and the joy of discovery.

Creating activities and spaces for children that address respect for their environment are some of the most fun and engaging activities for children. Having the opportunity to go outdoors or just learning about how their world works intrigues children, and they want to be involved and take part in any way they can.

Children loved to explore the different animals that they could find in the Earth Sensory bin, extending to the wonders of the world they observe, whilst analysing the differences of nature, for instance, the different colours of the flowers and the different sizes of leaves and stones.

Extending on from our book "*Our Beautiful Earth*", we observed the Globe and the children created their own planet earth paintings using drops with the colours green and blue; This provocation strives to manipulate objects and experiments with cause and effect, motion. And we also encourage children to use their language skill to describe and explain their ideas.

Awareness of our world and everything surrounding us is what we have selected based upon the children's needs and interests. We investigate the elements of nature, specifically earth now (extended from the elements of water & fire we explored in earlier weeks). We all share the same planet, but we all have our own perspective on how the place surrounds us. The Children were invited to draw how the planet earth is for them, they also chose their favourite colour for their own planet earth, and some of the children shared why they love earth or even affirmed that we need to take care of our planet and everything in it.

As with other behaviours we wish to instil in our children, connecting the environment and children works best when we start small, led by example, use hands-on activities and make it fun. We discuss and practice conserving the water, flick the switches, avoid disposables, Recycle & Reuse.

"Take care of the Earth, and she will take care of you".

Stage 2/3: Classifying Nature



Stage 2/3: Earth Sensory Bin



Stage 2/3: Earth Science



Stage 2/3 The Colours of Nature



Stage 3

By Ms Emily Chacon

Buongiorno from Italy!

This week the children explored the wonderful culture and language of Italy. We are very fortunate to have our own Italian teacher, Miss Valentina. The children sat in a lesson to learn how to say different colours in Italian.

Throughout the week we explored famous artists, their work and the wonderful ceramic vases. The different styled and coloured vases really caught the children's eye. To follow on from this, the children were able to draw and paint their own Italian styled ceramic vases. It was interesting to see the different styles that the children interpreted the art brief, as well as using small and large brushes to create their designs.

Our Italian café was a huge hit amongst the children. The children decided on their role whether they were a customer or waiter/chef. This dramatic play experience engaged the children and further developed their communication and language skills and encourages children to act out and make sense of real-life situations. Through their development of social skills, the children collaborated with one another and teachers.

"How much do I owe for my pizza?" Miss Emily asked.

"Uh, 2 dollar bucks!" Harry replied.

On our other table the children were invited to create their own pasta structures using dried spaghetti, penne, spiral and STEM refers to the bowtie pasta. This STEM experience encouraged the children's fine motor and concentration development.

Through STEM, students develop key skills including:

- problem solving
- creativity
- critical analysis
- teamwork
- independent thinking
- initiative
- communication
- digital literacy

Arrivederci!

Stage 3: Painting Italian Styled Ceramic Vases



Stage 3: Creating Pasta Structures



Stage 3: Italian Café Role Play



Colour Theory

Research shows that colours have a personal effect on us. Different colours bring out different emotions which may influence our behaviour or actions in certain situations. In the class, we will be investigating colours, starting with primary colours. Not only as an object however also on an emotional level and making links to how each colour makes us feel. In the early years of life, children begin to regulate their emotions. Linking their emotions to a colour can help them not only recognise how they are feeling but also communicate what they are feeling using descriptive language.

Learning outcomes:

- Demonstrating increasing awareness of the needs and rights of others
- Being open to new challenges and discoveries
- Increasing cooperation and working collaboratively with others
- Persist when faced with challenges and when first attempts are not successful
- Demonstrate an increasing capacity for self-regulation
- Express a wide range of emotions, thoughts and views constructively
- Empathise with and express concern for others
- Display awareness and respect for others perspectives
- Reflect on own emotions

Primary Colours

Red, yellow and blue are the three colours that provide the foundation of all colours. The children have been focusing on learning these three colours and acknowledging them as primary colours. From there it was important for the children to be able to relate these colours to objects and surroundings in their micro and macro worlds.

"Blue is in the river," stated Alison.

"Red is hot!" exclaimed Emily.

"Yellow is hot too," said Grace.

From these experiences, the children will be working towards linking these colours to their strongest emotions and finding out how secondary colours can assist in regulating their emotions.

These primary colours were explored in more detail with the book called "*Mix it Up*" by Herve Tullett. In this story, we are asked to touch the coloured dots on the page and 'mix it up' with other colours, which then creates a third colour on the next page. Guessing the colour that would be created by mixing primary colours together dominated most of the group discussion, as all the children had an answer as to which colour would be made. It is an interactive book, which the class really enjoyed and wanted to re-read again each afternoon.

Stage 3/4: Colour Emotions & Counting Bears



Stage 3/4: Colour Wheels



Stage 3/4: When I Grow Up



Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

'Development' means changes in your child's physical growth. It's also the changes in your child's social, emotional, behaviour, thinking and communication skills. All of these areas of development are linked, and each depends on and influences the others.

In the first five years of life, experiences and relationships stimulate children's development, creating millions of connections in their brains. Children's brains develop connections faster in the first five years than at any other time in their lives. This is the time when the foundations for learning, health and behaviour throughout life are laid down.

Play is fun for your child. It also gives your child opportunities to explore, observe, experiment and solve problems. Your child will need your support and encouragement to do this. But it's important to aim for a balance between supporting your child and letting your child try things on their own and sometimes make mistakes. Finding out for themselves about how the world works is a big part of your child's learning.

Lots of time spent playing, talking, listening and interacting with you helps your child learn key life skills. These skills include communicating, thinking, solving problems, moving and being with other people and children.

Being physically active is vital to your child's health. It gets your child moving, develops motor skills, helps your child think and gives your child an opportunity to explore their world. So your child needs plenty of opportunities for active play, both inside and outside.

With keeping this in mind Stage four looked at "What does it mean to be physically strong?" during the week we had many discussions with the children.

Some of the children's responses were:

- "Listen to your body," said Tanisha
- "Feed your body with healthy food," said Alex
- "Go to the gym," said Mika
- "Use your words," said George
- "Wash your hands to get rid of the germs," said Tom
- "Drink water," said Madeleine

Sports: This week we asked the children to come dressed in their sports clothes ready to play some sports. Miss Ciara organised a soccer day with the children where she ran them through heap of drills and skills. We talked about the rules of the game and what it means to be a team player.

We also put the children through mini exercise class where they were asked to do push ups, star jumps, running etc they really enjoyed this.

Art: The art activity for this week we did sport silhouettes. The children had to paint around an image of themselves doing a different sport. Once they finished they lifted their picture up and they were able to see what was left behind. Through this activity the children were able to develop dispositions for learning such as curiosity, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Stage 4: Physical & Strong



Stage 4: Physical & Strong



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

***“You’re off to great places, today is your day.
Your mountain is waiting so get on your way!” (Dr Seuss)***

This week Stage 4 continued their exploration provocation by investigating transport!

Paper planes

This week, the children in Stage 4 were invited to develop their understanding of geometry, symmetry and shapes with a hands on craft activity consisting of folding paper into planes. The children followed along with the instructional photographs showing each step taken to reach the final product and then took their planes outside to fly them with their friends. The children discussed the different lengths each plane flew and why they thought different planes made it further than others.

What is your favourite piece of transport?

After reading the *“Little People, Big Dreams”* book about the American aviation pioneer, Amelia Earhart, Stage 4 were welcomed to draw their favourite piece of transport. Drawing images allows children to make connections between visual and oral information. Many of the children asked us to help them label their image. The children practiced perfecting their pencil grip and sounding out the words they were attempting to write.

Collaborative hot air balloon artwork

After engaging in numerous discussions with Stage 4 about how different forms of transport can take us different distances, we got onto the topic of aircrafts. A few of the children sparked a conversation about hot air balloons and we investigated images of what they look like, the different features, and how they work. To extend upon this discussion, the children were then invited to create a collaborative art piece using a range of materials. The children independently made their own representation of a hot air balloon and worked together to paint a sunset backdrop.

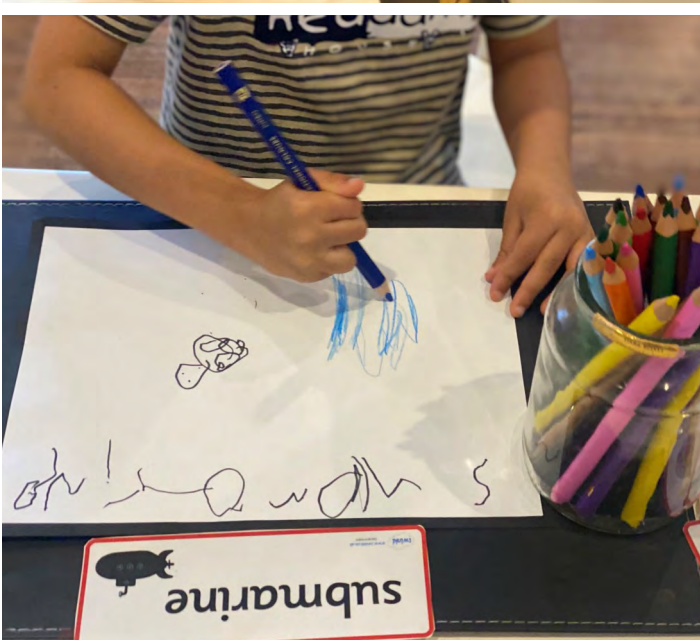
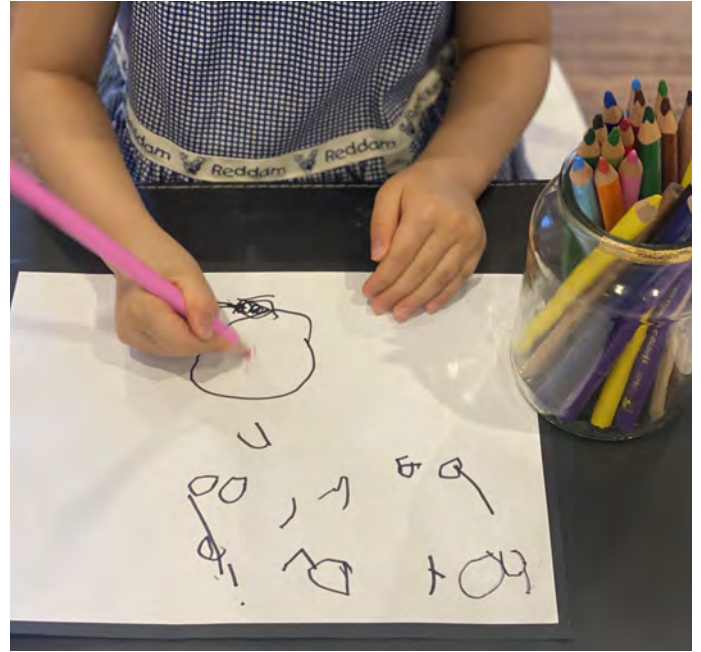
House Keeping: Please make sure your child brings their hat and drink bottle labelled with their name each day. Thank you!



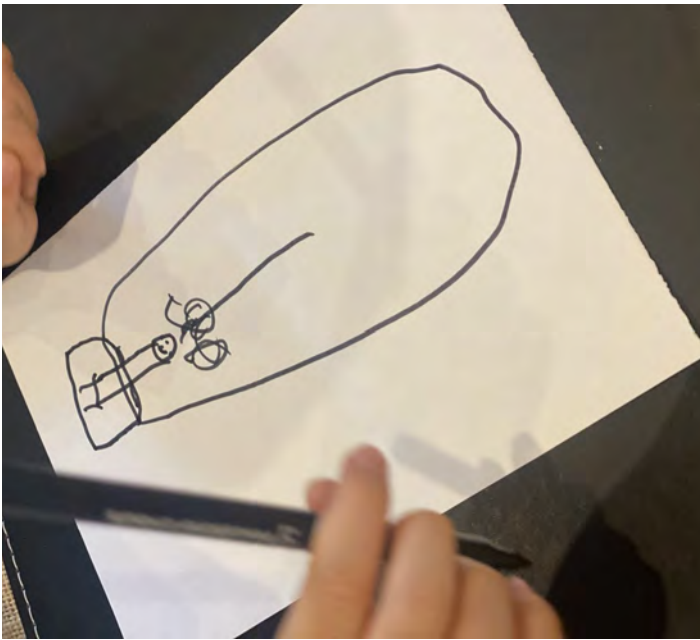
Stage 4: Paper Planes



Stage 4: Favourite Transport



Stage 4: Collaborating to Make a Hot Air Balloon



Drama

This week in drama we had a visit from the Wizard of Shoes.

After playing with the parachute, the children hid underneath. When the parachute was pulled off- I had transformed into the Wizard of Shoes. I explained to the children that I owned many pairs of shoes, but that I often got confused on what each shoe did. I brought out many different pairs of shoes, and the children helped me to decide what each one was called and what they were used for.

The first pair of shoes were slippers. We pretended to brush our teeth, brush our hair, get into our pyjamas, and fall asleep. The next pair were soccer boots. We put on our soccer boots and placed our (imaginary) ball in front of the goal. Our huge kick scored us the winning goal! Celine from Stage 3 did a very big kick! We also had a look at joggers (running fast), high heels (dancing on tippy toes), thongs (going to the beach), and gumboots (splashing in puddles). Well done Jack, Luna and Hugo in Stage 2 for trying out all of the shoes. The children were very helpful to the Wizard and helped pack away the shoes at the end.

Stage 3 and 4 were then challenged by the wizard! I told them that I have a really fabulous shoe making machine, but that it's broken and needs experts to help fix it. I asked if the children were experts, and they all answered "YES!" (Lucky me!) I showed them the machine. They had to turn on their imagination eyes in order to see it- because it's invisible, you see. They then helped me to fix it, suggesting the use of sticky tape, cement, hammers and nails, glue, and paper. Thanks for the help Anna and Zoe who showed me what parts of my machine were broken! Once the machine was fixed, the children were asked to walk through the machine. Some children were scared but were happy to go through with a partner. Well done to Isabelle for being brave enough to have a go of the machine with her friend. I also incorporated sounds and actions to make it more interesting, some of the children were keen to be the leader and do the sounds and actions too. Once they popped out of the machine, they had to tell the audience what shoes the machine had made them, and then show us how they worked. We had running shoes, shoes that walked on water, rainbow unicorn sparkly shoes, and flying shoes- just to name a few. Cody's running shoes were very fast.

Stage 4 class came up with a name for me as wizard. It ended up being "Mrs. Wizard of Wonderful Shoes". I thought this was very creative! Stage 4 were challenged with a poem this week- I recited one line, and they repeated after me. By the end of the class, we were able to say the poem all together. Well done Stage 4.



Piano

By Mr Alan Tang

It was another exciting week of keyboards at Reddam ELS. We have a student of the week! Radha from Stage 3/4 has learnt to play C - G with both hands simultaneously, which requires an enormous correlation between the two hands. Stage 4 and 3 have learnt how to play C - G with right and left hand separately. They have also learnt what "Treble Clef" also known as G clef and "Bass Clef" also known as F clef. They are also taught how to identify both high and low pitches. Stage 2 has revised on how to identify the pattern of the piano black keys and also finding D. They have also played finger exercise with my guidance and help. Stage 1 is once again being very patient and beautiful audiences. They have enjoyed a whole 5 minutes of performance. It is another great week and glad to see many children are getting used to the routine of Reddam ELS. This is shown in their ability to focus and their enthusiasm in my keyboard class.



Yoga

By Ms Tatiane Fernandes

Another week has passed, full of learning and love with our tiny yogis. As you may know, behind the yoga physical exercises there is a philosophy that supports us students to develop ourselves in an emotional level. There are ten principals of yoga which are: Nonviolence, truth, non-stealing, right use of energy, detachment, cleanliness, contentment, discipline, self-study and trust. To teach children those principals I use story telling. This week we learned the story of Simha The Lion from the book "Let's Play Yoga."

The story is about teaching children how to be more kind, it also focuses on the importance of listening. Children from Stages 3 and 4 seemed to understand that when we do not listen we are not able to resolve problems. After the story I asked various questions and the responses were amazing. My intention is to keep cultivating yoga philosophy in classes that will benefit children to be supported in expanding their positive manners and behaviour skills, and not only focus on physical exercises because yoga is much more than that. For the children from Stages 1 and 2, I used pictures and made it more illustrative and they responded positively on their listening too.

Beginning with yoga postures and sequences we practiced our usual warm ups, such as, *Sun Dance*, *Om Dance* and *Book Song*. Next, we played a card game with some traditional yoga poses.

This week we performed:

Candle pose – Lie on back, Legs straight up, feet up

Lion Breath – Big exhale from mouth with tongue stretched out

Lizard pose – Low lunge, one leg forward

Frog pose – Squat and hands in prayer pose

Gorilla pose – Standing legs wide, bend torso forward head towards floor

For transition in between postures we did some breathing exercises, then we finished with a minute of silence and a face feather tickle.

Love and Light.

Tati



My Gym

