



# REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM

ELS

12th March 2021

## Principal's Message

By Mrs Simone Cooke

Dear Parents,

I am certain you are all familiar with the African saying "It takes a village to raise a child", As a Reddam school with our roots embedded in South Africa, it is apt and appropriate that we acknowledge our rich school heritage and the notion of a holistic education, where families and school unite together to support our children on their learning journey.

Extending on the village concept, we believe we are in the privileged position to build upon the values and beliefs you as parents have already instilled within your children at home. At Reddam St Leonards we believe that we have the responsibility to develop young people who are proud of their education, their diverse cultures and this wonderful country in which we live. We look upon the ripple of excellence in education as our investment in the future as we believe that education is the catalyst for personal growth, development and achievement.

In these unprecedented times of restricted travel, where children are increasingly separated from much loved Grandparents and relatives, more than ever before it is vital that our school community is able to act as an extended family, reinforcing values, offering support, love and advice to counteract worries and concerns. Whilst we are here to support, educate and guide your child, we are also here for you, our parents, to support you through the difficult journey of teething, sleeping problems, toddler tantrums, Primary school selection or behavioural issues. I invite you to come and speak to your class teacher or myself on any issue of concern, as

## Principal's Message Continued...

working together we are able to circumvent larger problems from developing and the mutual sharing of information builds greater understanding of your child's unique needs and interests.

With the easing of Covid restrictions we also look forward to a return of our parent events and hope that this year, you will have opportunities to meet many new families and friends within our Reddam village. We thank you for your support in encouraging our children to be empathetic, caring and considerate members of our community. We are so proud of how our children choose to follow our motto of gentle hands and kind hearts, whilst following our Grace and Courtesy programme by using their manners, making "good choices", wearing their uniforms with pride and showing respect for self and others.

Together as a community we can build resilient, caring, capable children who will have many treasured memories of this special village of which we are all part.





# Stage 1R

By Ms Amanda Felton

***“Hey diddle diddle. The cat and the fiddle. The cow jumps over the moon....”***

What a great time we had in the great outdoors this week pretending to be runaway spoons and dishes.. kicking balls and finding interesting discoveries in our garden.

Our Babies were thrilled to see and explore as we sang the nursery rhyme to them

Our little ones are also enjoying engaging in their learning activities and created their own drawings using crayons, experimenting by making lots of dots, marks and lines on the paper to show the drama that unfolds in the story. Everyone watched intently as the cow made a large jump over the moon and up into the stars.

As a class we sat together in a circle with our new friends and read from the nursery rhyme book, we are adding many new rhymes to our repertoire and the dish and the spoon is proving one of our favourites. What wonderful listening ears our little ones had this week as they sat transfixed and showed a strong interest in the songs and finger actions that we have been learning these past weeks. We are so proud of you.





# Stage 1R: Playing with Friends





# Stage 1R: Hey Diddle Diddle





# Stage 1E

By Ms Justine Heydra

***“What we learn becomes a part of who we are.”*** Kathy R. Jeffords

This week in 1E we enjoyed our final week of adventures on the farm.

During our literacy group time we focused on a wonderful book *“I wonder why- Farm Animals”* written by Karen Wallace and Nicki Palin. The book included farm animals such as Sheep, Pigs, Goats, Chickens and many more. This book encouraged the children to discover and learn about some of their favourite farm animals, how they live and are looked after on a farm.

The children enjoyed a group sensory tray this week as we used a tuff tray to set up a mini farm for them. In addition to creating so much fun this sensory activity encouraged the children to explore and investigate and play alongside their friends.

As part of a group sensory activity the children were encouraged to share the different animals and they had to also wait for their turn if they wanted to play with a specific part of the farm and another friend was already playing in that area. The children really enjoyed this group activity and it was very interesting and exciting to watch the interaction between all the children as they explored the mini farm.

Our second sensory activity was a selection of different farm animals, natural wooden shapes and objects, together with bright yellow vanilla flavoured playdough. Playdough is such a versatile material, the children really enjoyed pulling and squashing the playdough. This activity strengthens small fingers, hands and wrists. It also builds children's imagination as they play with it, creating what they want with it. By adding the natural wooden shapes and objects it gave the children further opportunity to learn by poking and pulling out different objects. This also encouraged hand-eye coordination and concentration and they all really liked the vanilla smell the playdough had.

As our art project this week the children used the same skills they learnt and mastered while milking Daisy the cow last week. I created puff paint that we mixed within a glove. The children were asked to choose a colour and had to squeeze the glove in order for the paint to come out onto their page. Their painting was then hung up and we watched as the puff paint continued to drip down the page. The children enjoyed this art activity and we worked on identifying different colours during the puff paint selection.





# Stage 1E: Small World Play





## Stage 1E: Playing On The Farm





# Stage 1E: Udder Painting





## Stage 2R

By Ms Madeleine Grant

This week we embarked on an adventure under the sea! The children have been loving watching the fish swim around in Miss Justine's fish tank by the window, and have been requesting more and more ocean themed books, stories and songs, so we decided to incorporate it into our provocation and start an exploration of the wonderful world below the surface!

One of our favourite books has been '*Commotion in the Ocean*' by Giles Andreae, which is about the many fantastic creatures that live in the sea and by the seashore. The children also enjoy singing songs such as '*Slippery Fish*' and '*Swimming in the Water*', and love suggesting their favourite sea creatures for the class to act out.

We incorporated this interest into a group time activity, to encourage the children to get involved and start taking more direct control of the direction of our programme. We printed out pictures of the most popular sea animals, and the children took turns to approach the board and place their name tag under their favourite one. They were encouraged to say the name of the animal to promote their speaking skills, and if possible tell their friends why it was their favourite.

Throughout the week the children helped their teachers prepare the resources for the learning stations, and particularly loved watching us create the blue slime for our sea creatures to swim in! Allowing the children to watch the preparation of this proved to be a valuable learning experience in itself; they watched intently as we talked through each step and explained what ingredients we were using and how much was needed, they took turns to help pour and measure the PVA glue, saline solution and bicarb soda, and love the sensory experience as they stirred the mixture until it changed consistency and texture.

Over the week we found the mixture was continuing to change form, going from runny slime to a slippery, rubber like texture that the children found fascinating. It could bounce like a ball, but still be moulded and shaped like dense playdough. This gave them increasingly good opportunities to strengthen their fine motor skills and use the tiny muscles in their hands and fingers, which are constantly being refined and are essential for the next stage of their literacy and pre-writing skills!

Our underwater adventure will continue next week, with more sensory and collaborative activities for the children to dive into! As a housekeeping note can I remind parents to please remember to take home your child's water bottles each week to ensure they are properly cleaned and not accidentally taken by another child!



# Stage 2R: Discovering Under the Sea





## Stage 2R: Blue Slime Exploration





## Stage 2/3

By Ms Gabriela Alvarez

The original people of this land have the ability to communicate with the great spirit that has a responsibility for them to have the job to take care of this land.

Older people said that when the wind blows, Mother Earth is talking, they closed their eyes and feel the air and remember all the blessings, the blessing of the land, the blessing of what we have, and the blessing of our loved ones are sending. The wind for aboriginals came over you and thought you and takes everything; they see it as a cleansing, spiritual feeling that they always got at the end of the day.

For Aboriginals, it is essential to take care of the air's & wind quality, as is the spirit that brings all the blessing. However, the pollution that we have now is concerning for all; Aboriginal children are more likely to develop asthma and other respiratory conditions.

With a community aware of how to take care of the air quality, these diseases can stop.

As we search for more renewable resources, wind education for children is going to become more important. The wind is a great source of energy, does no damage to the earth, is powerful enough to move vehicles, and can be harnessed in abundance.

Learning about wind is actually really fascinating. For example, do you know what actually causes the wind to blow? Did you know that wind generally blows in patterns across the earth? Perhaps even more importantly, by learning about wind, you can learn how to harness it as a renewable energy source better. Education for children regarding wind, weather, and air can be both enlightening and fascinating. You can start by understanding a few basic concepts about wind.

Extending the children's interest in how planet Earth works, we starting to learn about the wind & air; the provocations are inspired by daily events that can happen around us. Starting first with our book "When the Wind blows" that talks about all the events that happen when the wind blows, and children around the table could make their own wind blowing the leaves that fall from the trees also this provocation is perfect as we are changing the season from summer to autumn and children can recognise the change and learn how the wind brings more leaves to our playground.

They also explore how to blow their own air with some fun provocations, they blow windmills, and as a favourite, they blow their own bubbles.

In the last, they did a science experiment, the sailed boats with the wind from the fans. The children were very excited to see how the boats move from one side to the other with the power of the air from the fan.

In our group time, we also work on our literacy skills, reading the following books "When the wind Blows", " Sometimes you Fly", "Blown away". These books were the perfect complement to enhance all the concepts and vocabulary that we have been learning during the week.

Furthermore, as in most of the books, they mention kites, the children have shown interest in it, and each of them did their own one as artwork where children choose their own design and our art activity this week was a great success.

***"Fly like the Wind"***



## Stage 2/3: Bubble Fun & Blow The Windmills





## Stage 2/3: My Kite & Sailing Away





## Stage 2/3: When The Wind Blows





## Stage 3

By Ms Emily Chacon

### This is My World

This week the children have been busy travelling across Africa in search of leaping leopards and peeping meerkats. Throughout our morning session the children were divided into groups and allocated a teacher and an animal. Using pictures and I-pads the children were guided in researching and viewing their particular animal. As the children talked, the teacher marked down and discussed with the group. When ready each group stood up in-front of the class and presented their findings.

This experience engaged every child cognitively and assisted in further developing confidence in public speaking. Communication is the backbone of any society. It allows us to form connections, influence decisions and motivate change. Public speaking is one of the most important skills to develop.

Our necklace making station engaged the children in fine motor and cognitive development. The beads were in various different colours and shapes. The children really seemed to enjoy this experience as they made necklaces not only for themselves but for their friends too.

Our small world experience was a great hit as the children explored the habitat African animals live in.

One of the fun experiences to do in Africa is to go on safari! The children were paired up and given some binoculars, their instructions were to work together to find all the African animals hiding in the yard. The squeals of excitement and big smiles from their achievements were amazing to see. The children all worked together so well, many of them using encouraging words to not only their partners but to the other teams as well.



# Stage 3: An African Safari





## Stage 3: Exploring African Animals





## Stage 3: Creating Necklaces





## Primary Colours

Following on from our primary colour provocation the previous week, we re-capped our knowledge of this subject. Each child was asked to choose two primary colours. The teacher then assisted the child to place two blobs of paint onto a plate. Now for the best part, each child was encouraged to use a small stick to mix the paint together to create a secondary colour. "I know I will make purple" said one child. "Orange" exclaimed a peer. "It's going to be green" stated someone else. We all were able to predict the secondary colour that we would create when mixing it up. These predictions were evidence that previous learning had fostered colour mixing knowledge.

## Our Emotions

The ability to show empathy, share and express feelings is a vital part of emotional and social development. Through play, open and ongoing conversations, children begin to learn these traits. To provide the foundation for this development, children first need to begin to think about their feelings and why they may feel this way. It is from these feelings, we are able to learn and develop our emotional intelligence.

We have begun to focus on learning what to do when we feel certain emotions and extending this to the idea that everyone needs some alone time. Solitude is important at all ages. This alone time and solitude, helps children to learn how to regulate their emotions and realise that sometimes we are in need of recovery time, developing this skill can be challenging at times.

It has been wonderful to see some of the class find moments of solitude, such as enjoying a story in the book area, which is evidence that the children's ability to emotionally regulate has become more evident to themselves. Teachers and families play a large role in this journey of emotional development as we both model various behaviours and how to regulate these behaviours ourselves.

We extended this experience through the creation of faces using playdough depicting the emotions that were most familiar to us. Some of us made red faces for angry, some made yellow for happy, we decided that blue would be good for a sad face and decided that a green face would represent a calm, relaxing face.



## Stage 3/4: Colour Mixing & Colour Scavenger Hunt





## Stage 3/4: How Does This Make You Feel





## Stage 3/4: How Smelling Makes You Feel





# Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

## **I am healthy**

It's extremely important for children of this age to continue (or start) to lead a healthy lifestyle, including eating nutritious meals, as well as getting plenty of exercise and adequate sleep every day. This week the children discussed what it means to be healthy and the importance of keeping their body healthy and active. Teaching children to habitually eat moderate portion sizes and choose healthy foods in preference to junk foods becomes increasingly important as children begin to gain more independence over their food and activity choices.

This week the children learnt about the Food Pyramid. The Food Pyramid is a visual representation on how different foods and drinks contribute towards a healthy balanced diet. For young children, this is especially important, as eating habits they adopt in early life can have lasting impacts on their approach to food later in life too. It is also vital that children receive all the nutrients and energy they need to aid their physical and mental development.

## **Still life drawings: A fruit bowl**

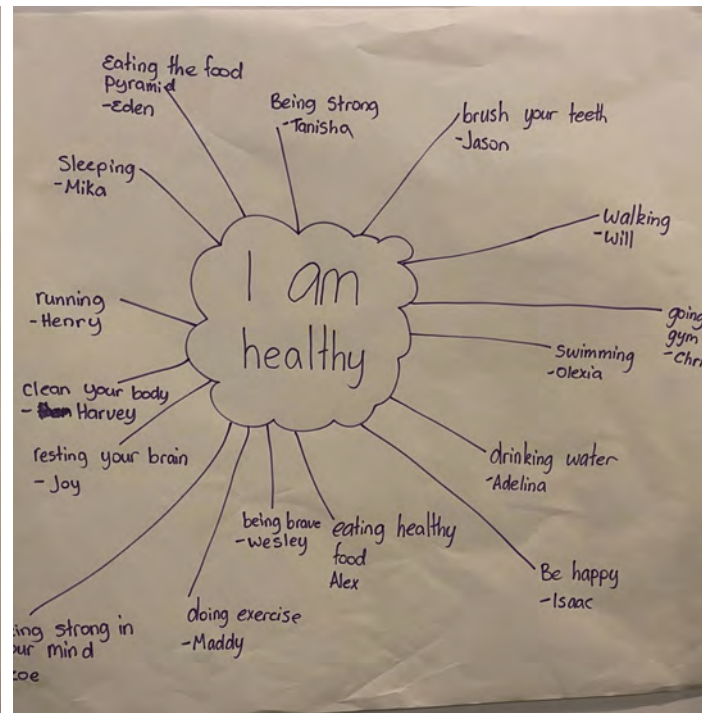
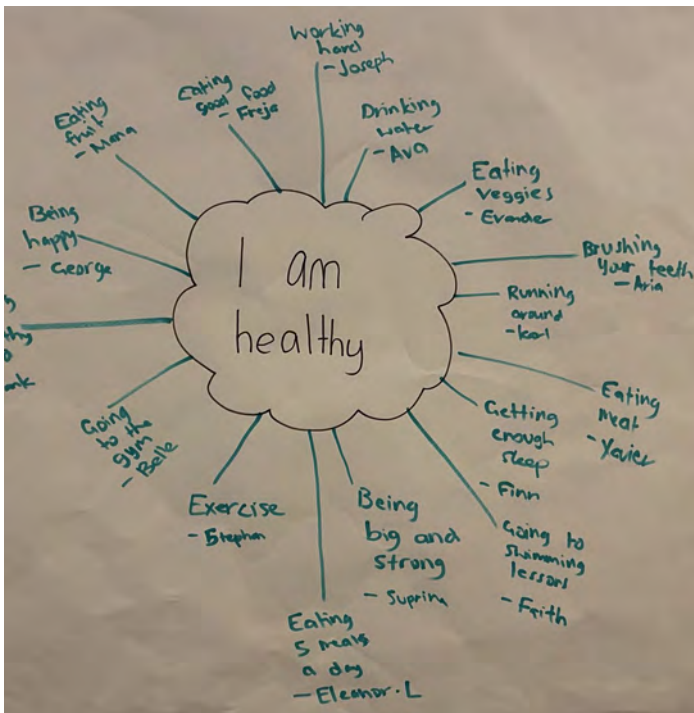
As an extension of our discussion on healthy foods the children were invited to engage in a still life drawing lesson where they could draw some of their favourite fruits. The children made observations of the fruit in the bowl and talked about what lines and shapes they needed to draw to create a realistic representation of the fruit in the bowl. The children were then given a marker to freely draw what they see. After the children had completed their drawing, they were offered some crayons to add to their artwork. The children loved the calming experience of observational drawing and were very proud of their work once completed. The teachers then asked the children their favourite fruit.

## **Our literacy rotation groups**

Over the past 5 weeks the children have been participating in morning literacy rotation groups. There are three groups in which they children are placed in, alongside a teacher who they stay with throughout the term. Each day the teacher invites their group to join them for a literacy activity such as alphabet bingo, letter domino, picture and sound matching games, music and dance, book writing and many more. Each day in a different fun and exciting activity for the children to participate in, in preparation for school next year. Their comfort and enjoyment is fundamental to us. These literacy activities will help the children to understand letter sounds, letter formation, sentence structure- all the necessary tools needed to decode letters into speech sounds, therefore allowing them to read unfamiliar words. Practising writing during these sessions allows the children to not only practise their fine-motor and tripod grip but build up their self-confidence as it gives them the opportunity to showcase their ability alongside their peers.



# Stage 4: I Am Healthy





## Stage 4: Still Life Drawing Of A Fruit Bowl





# Stage 4: Literacy Rotation Groups





# Stage 4

By Ms Maddie Criss and Ms Sarah Ross

## **This week Stage Four Became Chefs!**

Cooking with children helps them to practice basic mathematical concepts such as simple measurement and coding. It also allows children to gain confidence trying new flavours and experimenting with foods. Stage Fours room was transformed into a food fantasy world! We had an ice cream parlour, a supermarket, a bakery, a noodle and sushi bar and a BBQ Bazaar! The children developed their vocabulary through role play with their peers and teachers. They resolved conflict with unhappy customers and used dialogue heard in everyday life to take on different personas and roles.

## **Pizza Making**

Thanks to Chef Caleb, this week Stage Four were able to make their own pizzas with an array of toppings including ham, pineapple, mushroom and cheese. The children followed a sequence of steps to create their pizzas and discussed what ingredients they thought should go on first etc. The children were so excited to have a hands on pizza making experience with Caleb. They then got to enjoy their pizza's for afternoon tea once they had been cooked! Thank you again Caleb for providing the children with such a fun and engaging experience.

## **Biscuit Decorating**

The children had the opportunity to become biscuit decorators this week, showcasing their creativity and unique ideas. The children's fine motor skills were developed through spreading the icing with a knife, dusting the sprinkles over the biscuit and placing the additional items on the biscuit. The children had to consider which toppings should go onto their biscuit first and why it's important to follow a recipe precisely. The children all sat down together after they decorated their biscuits and enjoyed their sweet treat together!

## **Milkshakes**

Stage Four children were invited to make chocolate or vanilla milkshakes this week. They practiced using measurement to measure the correct amount of milk into the milkshake cup followed by the correct amount of vanilla or chocolate. The children worked in pairs to measure the ingredients and safely operate the machine. They discussed how the milkshake maker rotated to stir the liquid and felt the vibrations of the mixer as it created their frothy drink!

We had so much fun this week cooking with the children. A massive thank you to Chef Caleb once more for making our pizza making experience possible.

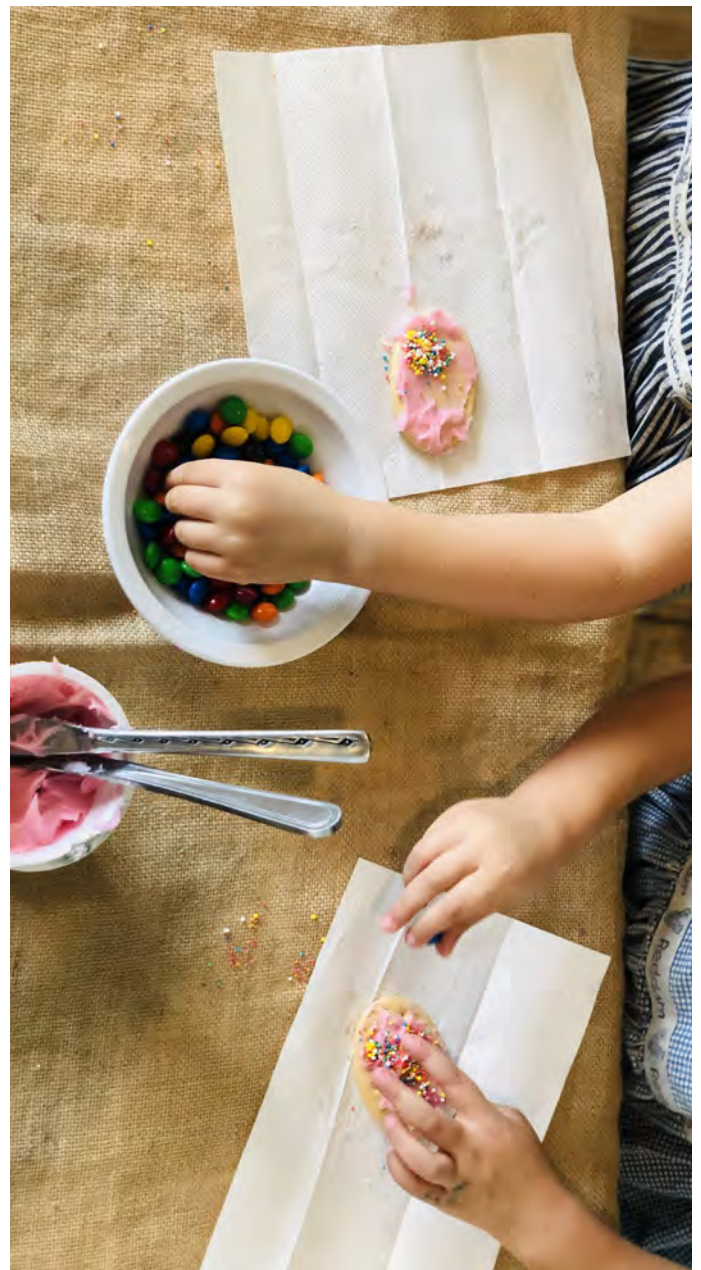


# Stage 4: Pizza Creations





# Stage 4: Cooking





## Stage 4:





# 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

This week at Keyboard lessons: Most of Stage 4 has mastered finding C, D and E and majority of them can play the right hand finger exercises without help. They have also started learning the first part of Mary had a little lamb. With Stage 3, we focus on finding C, D and the "E for Emily". Finger exercises for both hands are also part of this week's lesson, because I would like to build up proper fingers placement and the correlation between fingers in this age group. As for Stage 2, we are getting better at identifying the pattern of the black keys, finding a set of two and three. Some are able to find the key D. Stage 1 shows great curiosity and extreme focus with different major and minor songs that I played, they are adorable. This week is another productive week at Keyboard's lesson at Reddam ELS.





# Yoga

By Ms Tatiane Fernandes

*"A book is a gift we can open again and again."*

The tiny yogis are back filled with good energy and creativity. This week I want to talk about literacy. Children love stories! Teaching kids' yoga by telling stories, enchant their world from the inside out to ignite their innate desire and ability to learn. The pictures they see on books and the images they create on their minds through oral stories, provoke their imaginations and excite their desire to speak, create, read and learn by creating original images within their body and mind. Combining yoga and literacy, blends body and word making it physically playful. That's the basics of Storytime Yoga for Kids.

We began the classes with the turtle dance warm up. Where children were invited to follow me and crawl slowly around the room and sing the cute song *"I am a turtle"* by Laura Doherty, this song has the most beautiful lyric. Its available on Spotify. Next, we went back on our yoga mats to listen to the book story *"What's my nature"* which tells the story of Lily, a little girl that dreamed she became several animals and she understood we all have different natures and it really works because its ok to be different. This book was written by a dear friend of mine. Following up we read the *"Good Morning Yoga"* book, which is a practical book filled with breathing exercises and yoga poses.

To support children with their development in oral and literacy skills, after hearing the stories and moving their bodies with yoga poses I encouraged them to speak about their favourite parts of the books.

And we ended with our minute of silence and stillness.

Namaste





# My Gym

