



# REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM  
ELS

19 March 2021

## Principal's Message

By Mrs Simone Cooke

Dear Families,

I am always in awe at the capacity for our children to process new information at an alarming rate. Nowhere is this more apparent than when it comes to Technology. I am not talking here about their ability to use an iPad or computer, but rather their capacity to learn the processing skills that enables them to code and manipulate data. For our young children coding and computer programming is a new form of literacy, which involves the process of creating step-by-step instructions that a computer understands and needs for its program to work. Here at Reddam introducing coding begins with sequencing and patterning activities in the early years, where they learn to break information down into steps, learning directionality, as the basis for robotics i.e. "forward", "backwards", "left", "right", "spin", "turn". Making your child Technologically smart does not mean offering them extended periods of screen time, instead it is about expanding children's processing skills and creating coding stories that teaches children about creating commands and using directional language, which builds spatial reasoning and the capacity to understand processes and deconstruct information.

The skill involved in coding at a young age is driven by "hands on" investigation. It encourages children to experiment and be problem solvers and have fun along the way. Much like learning a new language, coding teaches children how to communicate, use diverse areas of the brain and develop logical reasoning. Coding itself has a language all of its own. Every letter in the Alphabet has a special formula of 0's and 1's that represent it. These 0's and 1's gives the technology around us directions on how to operate. What better way for our children to understand the technological world in which they live than to be able to comprehend and speak this language from an early age.

## Principal's Message Continued...

The children in Stage 4 this week had the opportunity to experiment with Bee Bots, little robot beetles which the children can programme to move in a variety of directions and tackle tasks such as climbing under a bridge, moving into a house or navigating a maze. They also had the opportunity to create paintings using the Sphero robot, this was very exciting for the children who directed the little sphere to move across the page and paint a picture based on the directions that they provided for it . Experimenting with coding and robotics in this way enables children to apply abstract concepts to real life situations and allows them to see how creative they can be.

Coding is very helpful in teaching children to plan and organize their thoughts . It allows them to see that there is more than one way of solving a problem and they see that behind all inventions and technology there is a person who is controlling and programming what the robots can and cannot do.

By experimenting with robots our children develop a greater understanding of how technology works and allows them to observe how software engineers use maths to solve problems in a logical and creative way. Above all else coding is fun. Instead of being tied to a computer our Preschoolers enjoy unplugged coding , creating mazes for their bee bots to traverse or providing instructions to our robot Sphero on where on the page they would like it to paint. It is not always easy to manipulate and direct their robots and mastering coding can be challenging, so the children learn the importance of trial and error and build resilience which encourages persistence.

You only have to watch our super coders for a few minutes to appreciate how much faster a child is able to learn a new skill compared to an adult. It is certainly one language that our children are certainly more adept than we are at picking up.

Enjoy your weekend with your exceptional children.





# Stage 1R

By Ms Amanda Felton

This week we have taken the Babies room to a whole new level as we explore two nursery rhymes *"Twinkle Twinkle Little Star"* and *"Jack and Jill."*

Such a busy, yet happy time, as our delightful Babies play together and form strong friendships with each other. Engage in meaningful social interactions, engaging in turn taking and sharing, all important social skills for our little ones to develop. Building bonds of friendship and trust with teachers and peers creates a strong sense of belonging and inclusion within the Reddam family.

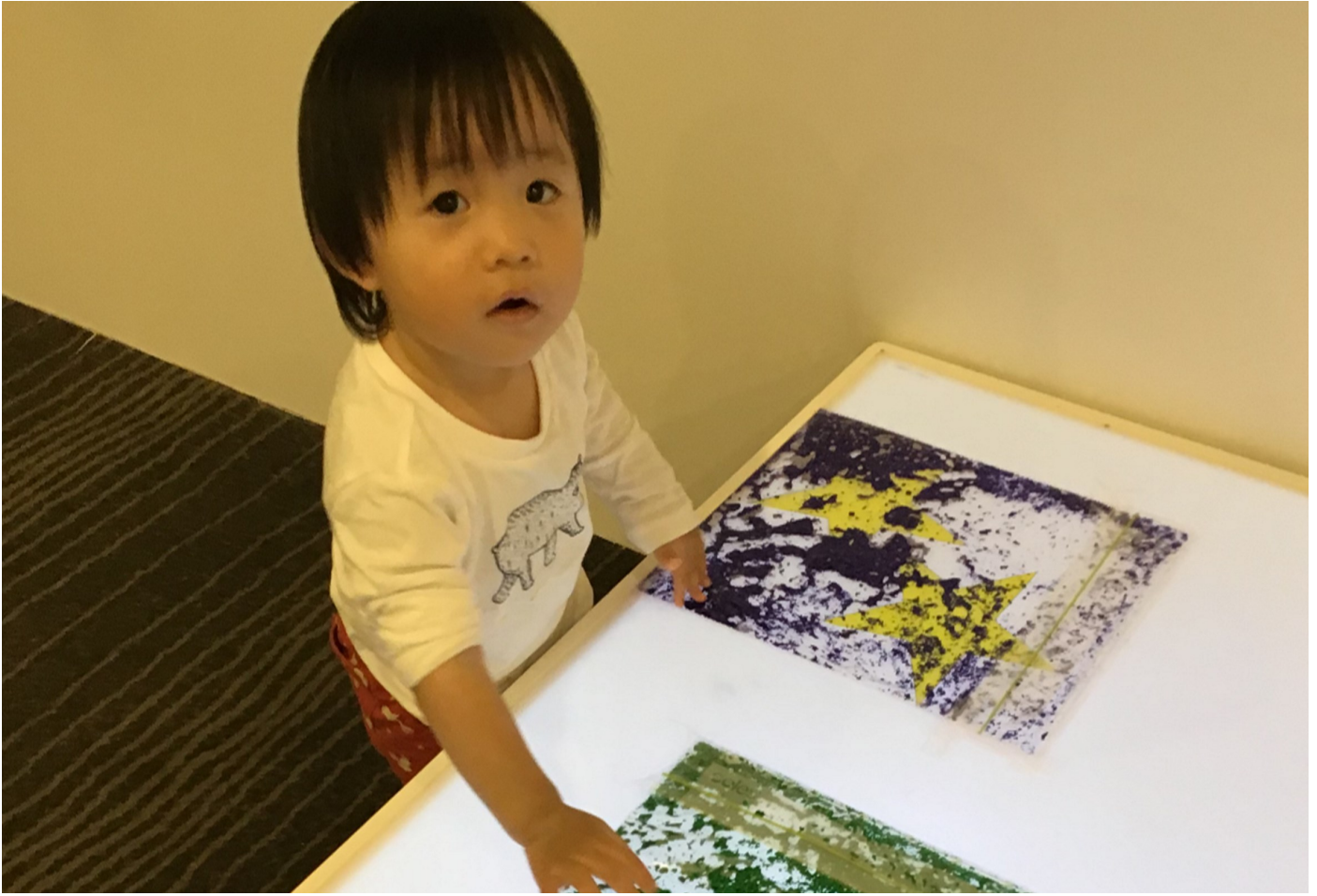
This week the children worked together to do their role plays, acting out each of the rhymes and working collectively to develop fine and gross motor skills.

Each of the Babies also used their creative skills this week to create wonderful works of art. Finger painting is a fun activity for these little learners who enjoy observing the cause and effect of putting paint to paper and having the opportunity to create some mess. They also had the opportunity to do some stamping and enjoyed using a soft star sponge to stamp out their stars as they listened to the *"Twinkle, Twinkle"* music. It is great to see the children are becoming far more confident in using a brush and getting their hands dirty and are even more adventurous with their artwork. Well done Babies! It has been a wonderful week.





## Stage 1R: Twinkle Star Painting





# Stage 1R: Jack & Jill



# Stage 1E

By Ms Justine Heydra

***“If you trust play, you will not have to control your child’s development as much. Play will raise the child in ways you can never imagine.”*** Vince Gowmon

This week extending on our animal habitats, we welcomed the children into the wonderful and exciting world of “*Mini Beasts*.”

This exciting provocation included many different insects, natural materials and colours.

During our provocation group times our focus song was “*Fly like a Butterfly*” and we encouraged the children to follow the actions as we used our imaginations to become Butterflies. The children enjoyed this interactive song with actions and this promoted language development and imaginative play.

Our sensory tables were full of colour and investigative fun. On our first table the children were encouraged to look at and discover different insects with a magnifying glass. Magnifying glasses are fascinating as they project small objects larger and by learning to hold the magnifying glass properly the children further developed their fine motor skills. They also worked on their coordination as they had to not only hold the magnifying glass but also focus on looking at the insects through them.

Our second sensory activity involved trays of different insects and bugs together with natural resources and green coloured pasta to add texture. The children enjoyed picking up and identifying the different “*Mini Beasts*” and placing them and the green pasta from one part of the tray to the other. We also focused on our numeracy by counting our “*Mini Beasts*” as we transferred them between containers. There was also a significant amount of interaction between the children as they swapped and traded bugs and insects with one another as some preferred spiders, snakes or beetles.

The children really enjoyed our focus song on the butterfly, which was our inspiration for our art work this week. Each child was given the opportunity to create their very own symmetrical butterfly art piece. Before the art process the children had the opportunity to hold and examine a toy butterfly and they were asked about the colours and wings. Thereafter they got to choose 3 different colours to use for their own butterfly. They placed some paint on their paper and with some help, folded the paper in half. As we opened the paper their beautiful butterfly was revealed and the expressions on their faces were absolutely priceless. This art work promoted fine motor skills, and as children love to ooze and squish things this type of painting was perfect. It also taught them colours and encouraged them to look at their paintings in detail afterwards.

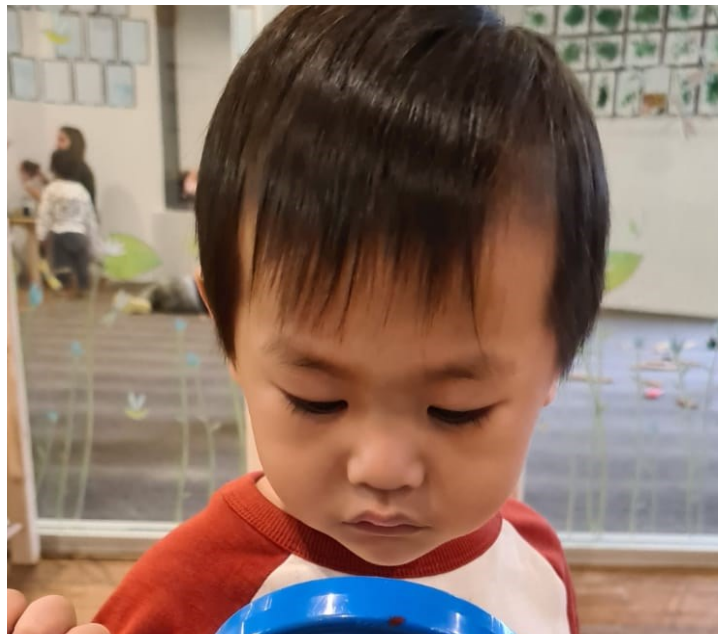


# Stage 1E: Mini Beast & Texture Exploration





# Stage 1E: Mini Beast Investigation





# Stage 1E: Butterfly Painting



## Stage 2R

By Ms Madeleine Grant

The children were so enthusiastic about learning about the oceans and all the fantastic creatures that live under the sea, that we extended the provocation another week to allow them to follow their interests and start taking control of their learning and programme!

They were very engaged in dramatic play using the ocean animal figurines, moving around the room as they swam through the water and interacted with each other. We encouraged them to extend their language skills by verbally identifying the animals, and refining their pronunciation of the trickier names. We asked them to describe their chosen animals; what colour or colours it was, if it had a tail or a number of legs, and any other observations or facts about the animals that they could recall.

We created a rock pool inspired setup with various fish, shells, stones and pebbles. This was an ocean themed variation of loose part play, a fundamental element of the Reggio Emilia philosophy. They started to work together with counting, classifying and sorting the creatures and objects into their own groups, a simple and open-ended task that helps solidify their emerging mathematical skills, and help us track their social and cognitive development.

In the art atelier the children painted ocean scenes using watercolours! We first wet the paper to help the colours glide through the water, and the children were given ink in a range of blue shades, as well as some iridescent metallic paints. Using the pipettes presented an opportunity to teach the children important self-help skills, as we found many had difficulty remembering how to refill the tubes with paint. When they were having trouble, we demonstrated the process for them and asked them to repeat it step-by-step; pressing and releasing the top in the paint, before squeezing to drop the paints onto the paper. They were encouraged to use their words throughout the process and remember to ask for help instead of getting frustrated.

Once they had the hang of the procedure, they exercised the tiny muscles in their fingers as they squeezed the ink out of droppers. We talked about how to identify the different colours; lighter and darker blues, turquoise and violet, and shimmering gold and silver. They watched as the colours swirled and spread across the page, and we talked about how this was the same effect as the currents in the ocean help the seawater travel all over the Earth.





## Stage 2R: Under The Sea Painting





## Stage 2R: Creating Rockpools





## Stage 2/3

By Ms Gabriela Alvarez

As a teacher, I have noticed how much the children enjoy rotating from indoor to outdoor play. Experiences in natural environments can ignite a sense of awe and wonder and a child's desire to learn more about the natural world as we did with the "Elements of Nature". Taking learning outside the classroom enables students to connect with their local environment and local issues and actions, which makes their education more meaningful. Extending from the elements of nature now, we strive for the children to become familiar with their local area, developing a respect for and understanding of our Australian landscape.

In our provocations, we explore several mountains around Australia, starting with exploring the tallest mountain, which is called Kosciuszko Mountain, then as children enjoy their dramatic play, we pretend to go camping in the Blue Mountains, where the children build on their own social experiences, to explore other ways of being. We also explored the Central Australian desert, where children explore Uluru and play with the red sand and discover the different animals that live in those remote areas. Extending from STEM Investigation & Science, the children enjoyed and showed excitement in making a pretend volcano react; with baking soda, the children observe how all the bubbles come up and expressed their surprise at this reaction.

In our group time, we introduced different vocabulary, including Mountain, Hill, Valley, Volcano, Canyon, Island & Cave, explaining the different formations of mountains or land features. Also, the children participated in discussing the different mountain activities and what they need to go to the mountain; for example, if you go hiking, you need a helmet, rope, special boots.

Each child has their own point of view on how the mountains are for them; as part of our artwork, the children create different shapes of Mountains, choose their favourite colours and glue these onto the paper, creating their unique Mountain.

There are many learning opportunities for children to spend time in nature. Also, learning outdoors is a fun way to meet the Australian Curriculum. However, children also develop social capability and critical and creative thinking to prepare for their walk of life and independence.

***"Is not the mountain we conquer but Ourselves" (Sir Edmund Hillary)***



## Stage 2/3: Camping In The Blue Mountains & Exploring Uluru





## Stage 2/3: Discovering Mount Kosciuszko





## Stage 2/3: Science Volcano Reactions





# Stage 3

By Ms Emily Chacon

## Welcome To Egypt!

The children had a wonderful time this week exploring ancient Egypt. We viewed photos of the pyramids and researched how they were made. Many years ago chopped straw, water, clay and pebbles were mixed together to make big bricks which were then put together to make the wonderful pyramids we see today. But due many factors the pyramids have begun to erode. Erosion was our new word for the week, and to help the children understand this process our activity table was sugar cubes stacked together in a pyramid shape. Using droppers, the children dropped yellow water onto them and watched as they began to break away and fall.

Through research we discovered that ancient Egypt had pharaohs that ruled. They wore coloured clothing, big head pieces and wore makeup. To recreate their own pharaoh each child's photo was taken from side on. Once printed the children glue it onto their water colour background to symbolise the desert. Guided with a picture, the children drew their cap crowns, coloured them in and then pasted them to their heads.





## Stage 3: Exploring & Creating Pyramids





## Stage 3: Creating Pharaoh Crowns





## Stage 3: Creating Pharaoh Crowns





## Stage 3/4

By Ms Riina Andrew

### Exploring Happiness

'Have you filled a bucket today?' – A guide for daily happiness for children. This is the book that we focused on this week. It is about being kind and making other people happy. The characters in the book 'do nice things' for each other and it 'fills their happiness bucket'. When someone makes you sad, your happiness bucket is less full. To get a better understanding of this concept, each child had their own 'happiness bucket' to be filled. When another child did something to make someone else happy, a pom-pom was placed into their 'happiness bucket'. At the end of the week, we looked at each bucket to see how many kind deeds we all have done.

### What makes us happy

At the craft table this week, the children were offered an activity of process art. First they were encouraged to use a thin black Texta to draw what makes them happy. We had food items, toys, people and even animals! Then the next part of the process was to use water colour paints to give our creation some colour. The children were encouraged to talk and discuss their thoughts during this experience and share their happiness with each other. Promoting self-happiness is a great way to foster confidence and resilience in each child which will stand them in good stead for their future.

### What do you love?

Painting! Was the answer to the above question this week. So to incorporate this love into the daily curriculum, the children were provided with red and pink paint to paint on mirrors with cotton buds. This allowed the children to explore their love of painting, using two different types of mediums that they may have not experienced before. Some beautiful painting ensued to all to enjoy.



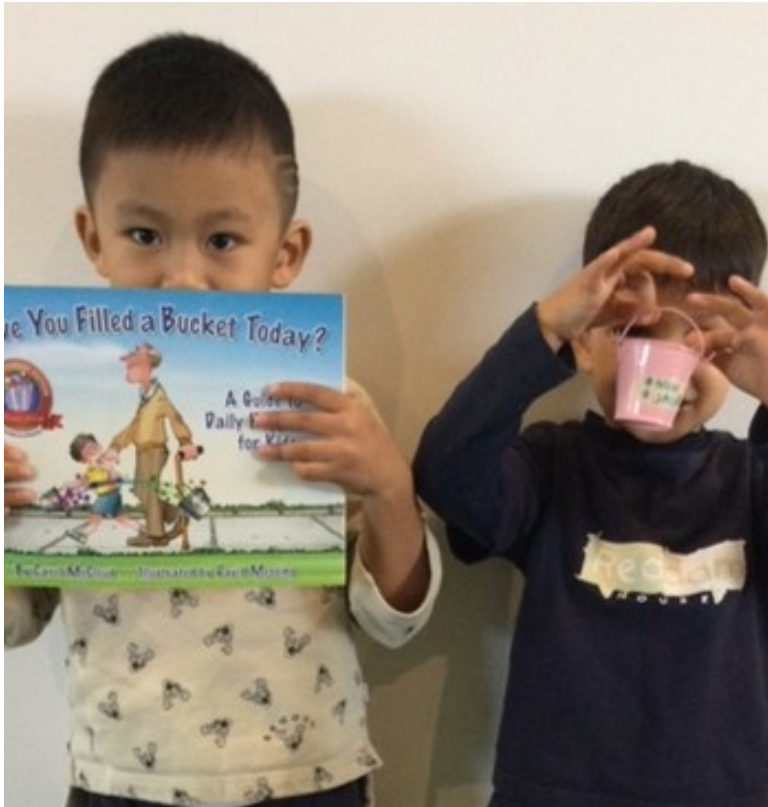
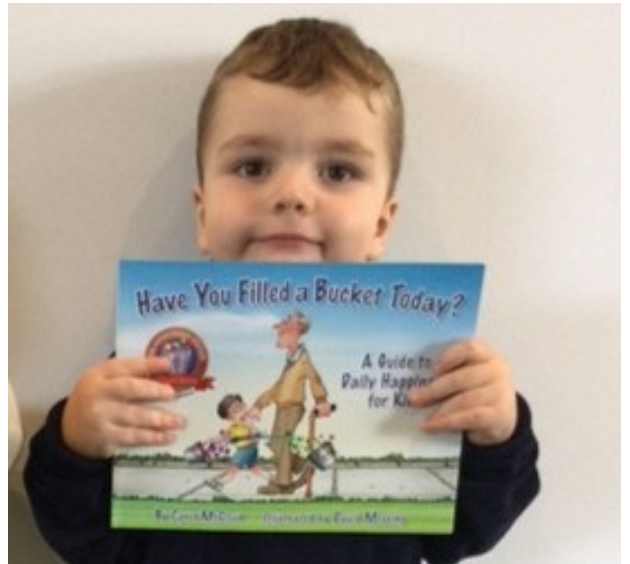
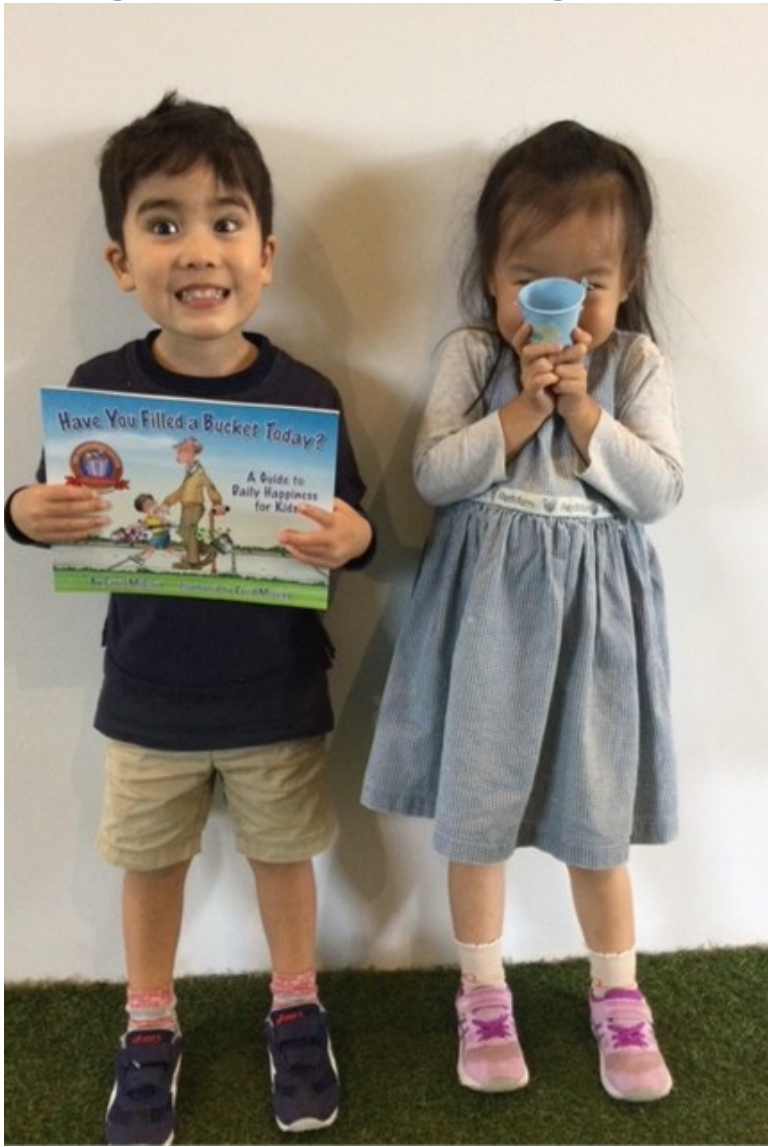


# Stage 3/4: We Love Painting





# Stage 3/4: Exploring Happiness





## Stage 3/4: What Makes Me Happy & Searching For Shapes





# Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

## **I am smart**

As we move through our term 1 theme 'I am' the children are becoming more aware of who they are, how they need to be in the classroom and the importance of positive interactions with peers. This week teachers set up the provocation 'I am smart' in conjunction with the book "All the ways to be smart" by Devina Bell. This is a joyous picture book that enthusiastically celebrates the power of the imagination while challenging stereotypes about what it means to be clever. Our aim was to encourage the children to understand that smart 'is not just ticks and crosses, or knowing all the answers ever, other things are just as clever' (Devina Bell), but it is just as important to be a kind and caring friend.

Firstly, we started off the week by reading this book to the children followed by a brainstorming session. Brainstorming helps promote thinking skills. When children are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills. This was a great way to collaborate as a group and gather all the children's ideas. Together we created a mind map about the different ways that we think we can be smart. It was lovely to hear all their ideas such as:

"Being kind," said Karl

"Caring to friends" said Maddison

"Learning", said Mika

"Caring for insects," said Isabelle

"Building boats," said Adelina

"Kindness when your friend is sad," said Madeleine

Once this brainstorming group time was complete the children set to work around the classroom, exploring the different stations. It was lovely to see the children work as a team and encourage their friends throughout the week.

## **Smart is building boats from boxes**

This week teachers set up a station, that encouraged the children to either work individually or in pairs to construct what they want using their imagination. The children were able to practise their creative and imaginative skills, alongside their cognitive and thinking skills for this activity. It was lovely to see the children sit at this experience for a period of time, showing dedication and concentration to their work.

## **Smart at bugs**

The children informed me that smart is caring for the world. This week teachers set up a sensory activity with insects, bugs and spiders inside water and water bead trays. This experience promoted the children to ask questions in order to seek answer alongside using their hands to touch and feel the insects and water beads. We discussed as a group the importance for caring for our natural world and living things all around us. Teaching children about our natural world allows the children the opportunity to find out information through asking questions, research and allows them to develop a natural curiosity and awe about the wonderful world around them!

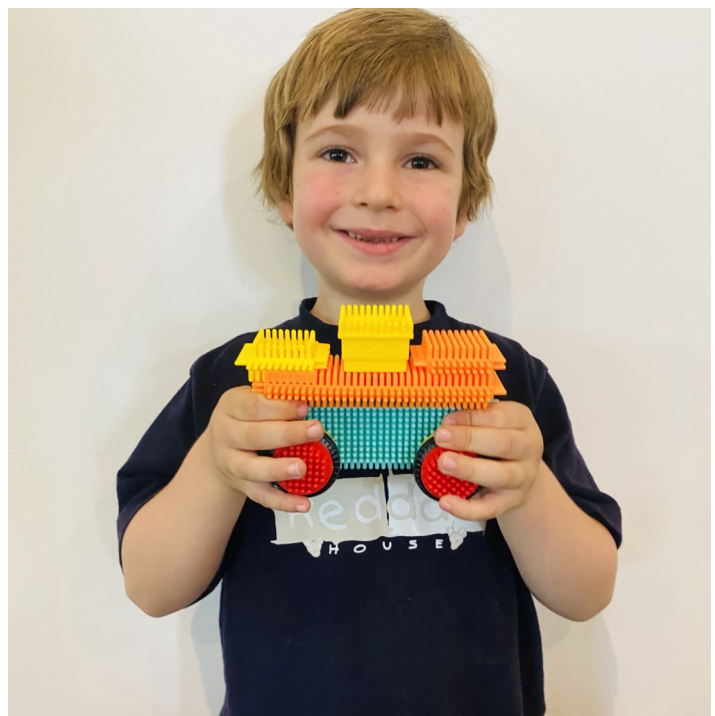


# Stage 4: I Am Smart





# Stage 4: Smart Is Building Boats From Boxes





# Stage 4: Smart As Bugs





# Stage 4

By Ms Maddie Criss and Ms Sarah Ross

Early childhood is an ideal time to ignite children's interests in coding, robotics, and engineering. Many young children are curious about the inner workings of the world around them and as our world evolves technology is becoming more essential in our daily lives.

Stage Four are very aware of the technology around them and this week they have been developing an understanding of how certain technologies work. This has included the use of two different types of educational robots called; BeeBot and Sphero. Additionally, Stage Four have been engaging in opportunities for thinking mathematically in the form of engineering and mathematics challenges.

## **BeeBots**

The BeeBot is an exciting tool used to teach children the fundamentals of computational thinking. As an introduction to the use of BeeBots Stage Four spent time learning about what the BeeBot's functions are. This consisted of learning and practicing directional language and reading symbols that convey directions. After the children made observations of how BeeBot works they were able to have their own turn of controlling and programming BeeBot to move around the classroom. This turned out to be a very exciting learning opportunity for all of Stage Four and they very much look forward to engaging in future challenges with the BeeBots.

## **Painting with Sphero**

As Stage Four continued on their robotics exploration they were introduced to a robot shaped like a ball called Sphero. As Sphero has a transparent case the children were able to observe the inner parts that made Sphero work and move. The children were then introduced to an app that connects to Sphero so it can be programmed to be moved in certain ways.

Afterwards, Stage Four were invited to create a painting with Sphero. The children dabbed different coloured paints on to their paper and then placed Sphero on top. Next, the children used the Sphero app in joystick mode to move Sphero through the paint to create their very own artwork. This proved challenging for many of the children as Sphero moves fast which resulted in the children having to adjust their methods and really slow down and pay attention to which way Sphero moved when they made certain movements on the app.

Combining robotics with the arts supported the children in understanding of the abstract concepts involved with beginner coding, robotics and directionality. Furthermore, the use of the arts with a learning goal in place assisted the children with remembering instructions and prioritising the task at hand. All of the Stage Four children displayed high levels of engagement throughout!



# Stage 4: BeeBot Robots





# Stage 4: Painting With Sphero





# Drama

## Stage 2

This week the children were introduced to the popular rhyme Hickory Dickory Dock. I demonstrated the rhyme and then the children followed by acting it out, using their body to create shapes as well as their voice to do the tick-tock sound. The children emphasised the rhyming words in the rhyme.

Next the children discussed cats and how they like to chase mice, as well as the sounds both animals make. The children love it when I do 'Teacher in role' so I used a cat mask, and tail explaining that when I put it on I would become a cat. The children then copied the actions that I did around the room as well as adding in their own actions and sounds. A mouse puppet was also introduced asking the children questions and the Stage 2 children were encouraged to ask the mouse questions too.

A Rhyme about a mouse was introduced that scared the King and Queen they acted this out using facial expressions and gestures, in pairs. They liked the fact that they got to sit on a throne (we used 2 stools/chairs) and be very important. Some of the Stage 2 children decided to use the audience to be their servants and said, "polish my shoes", "go and bring me my jewellery".

We finished the sessions with the parachute singing the Nursery Rhyme with the children waving it up and down using the mouse to accompany us.

## Stage 3 / 4

I began by introducing myself and got straight into the class by asking the children to think of their favourite toy and to show their toy through their stance as well as portray any sound it may have.

Next, I told the children I was going to turn myself into a lady called Mrs Smelly Cheese and Mrs Smelly Cheese owns a toyshop that is famous for all its magnificent toys. Every time Mrs smelly Cheese leaves the shop (hides in a corner or turns her back on the children so she can't see them) All the toys make as much noise as they can and move like their toy! But when Mrs smelly cheese returns all the toys must freeze and trick her. Because while she has had her back turned Mrs Smelly Chesses toys have been up to mischief! Similar to Red light, green light!

The children practised a couple of times, so they got into the routine of moving and being noisy and then freezing. I then used a scarf to transform myself into Miss Smelly Cheese.

Each time I left and came back I acted surprised at the toys being in different positions. I pretended I had left a door open and the wind had blown the toys across the shop, I also pretended they were running out of batteries. Lastly on her return I told them 'I have terrific news the lady I have been talking about has decided to buy all of the toys (but the ones I am playing with are my favourites and I'd never sell them). I am going to the bakery to get a chocolate cake to celebrate.' On my return I described the cake to the children and then suddenly Miss Smelly Cheese remembers she's forgotten the candles, plates, forks and napkins. She leaves the cake in the middle of the room 'I wonder if my toys will eat my chocolate cake? Yes, I'm sure you can guess what happened next.

On the next arrival Miss Smelly Cheese notices the cake had disappeared and the toys have chocolate all over their faces, on their noses, behind their ears in their hair on their belly buttons etc. She then wipes up the mess and throws the napkins away. This will be the last time she leaves the room and tells the children to be as loud as they can!

When Miss Smelly Cheese comes back, she tells the children that she think's they've been making lots of noise while she's been gone and is going to test them by asking them if they think 'Mrs Smelly cheese is completely bananas if so, it means she will have to close her shop!' the children all shout out 'yes Mrs smelly cheese' and then she pretends to cry but say's "oh well it's not so bad, at least I get to play with my favourite toys"! The children absolutely loved this drama activity and kept saying "Can we do it again"



# Piano

By Mr Alan Tang

This week is another great week at Piano lessons at Reddam ELS. Stage 4 has revised the first part of "Mary had a little lamb". The students who struggle a little are encouraged to do more finger exercises to build up their fingers correlation and strength. Stage 3 has learnt the "Potato song" from Oxford piano method from the UK. The children are taught how to sing the tune and lyrics before learning how to play it on the piano. This song utilises all the keys C, D and E. Stage 2 has started finger exercises with both right and left hands with my guidance. Stage 1 children find the sound of the piano very intriguing, they concentrate extremely well during the performance and they are extremely adorable. It is a great productive week at Reddam ELS.





# My Gym

