



REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM

ELS

1st April 2021

Principal's Message

By Mrs Simone Cooke

Dear Parents,

Happy Easter! Thank you to all our wonderful families for joining us for our Easter celebrations this morning. It was certainly a highlight to see the varied responses from each of the children to our very patient Easter Bunny, who hopped in this morning to say hello! An array of emotions from smiles, kisses, hugs and high fives to hesitant hands outstretched for an easter egg and then a dash back to the protection of Dad's legs. It is always joyful watching the transition of a child who last year had such trepidation at even looking at the Easter Bunny, confidently walking up to him and offering him huge hugs. It really highlights the immense benefits of building children's confidence at an early age, as we give them time and space to develop at their own pace in an environment where they feel safe and protected.

A huge thank you must go to all our teaching staff for the wonderful job they have done this Term in settling the children so well into their new classrooms and ensuring that each child has developed a real sense of belonging to the Reddam family. I feel incredibly blessed to have a group of such talented and dedicated teachers who develop such authentic connections with their children. We understand how critical it is for our children to have positive learning experiences and build consistent relationships in these initial years. Being surrounded by good role models builds the foundations for future success and aids in the formation of their beliefs, attitudes and values, which they will carry with them for many years to come.

Here at Reddam we are passionate about employing teachers of excellence, who are experts in Early Childhood Education and are trained to implement our Reggio Emilia philosophy and our unique principles, which fosters the 'whole' child. Reddam prides itself on hand picking outstanding educators from all around the world and our teacher selection policy is one of the key aspects of our schools, as we appreciate the vital role a good teacher plays in shaping enquiring minds and building special bonds.

Principal's Message Continued...

Each day as I wander through the classrooms and see the genuine love, special connections and outstanding learning experiences taking place in each room I am reminded of the fact that our children really are surrounded by teachers of excellence, and I commend them on the high standards and professionalism they commit themselves to each and every day. It is hard work and long hours, but they never baulk at going above and beyond to cater for children's individual needs and I am so very thankful for this daily dedication. As you read through our final reflections for Term 1, I hope you enjoy sharing the children's learning as much as our teachers enjoyed preparing them.

Wishing you all a Happy Easter, safe travels and we look forward to seeing you all back again for our "Once Upon a Time" Vacation Program on Tuesday 6th April.



Easter Joy



Easter Joy



A Is For Apple Pie!

It's a yummy end to the term as the Babies enjoy their new nursery rhyme, "A is for apple pie," and sat together during group time and listened very carefully to our song. This is a wonderful opportunity to introduce children to the sounds of the alphabet.

The children this week created lovely apple paintings by stamping their real apple onto the paper with red paint. Making apple pies for their sensory experience as they use their fine motor skills to pick up the corn puffs and use their cutters and rolling pin. We saw some wonderful sharing and helping with making the apple pie.

The children are really starting to learn how to share with each other and make connections with their friends. Giving children opportunities to create friendships during free play.

Baby gym was a blast this term as the Babies have really bloomed in this area and have come such a long way with building relationships with their friends and teachers, engaging with different people beyond their immediate families and growing confidence when it comes to doing their baby workout. The children love their Music Teacher AI who always inspires the children to want to engage and interact.

Well done Babies it has been a busy and exciting few weeks and a lovely journey through Term 1.



Stage 1R: Apple Painting



Stage 1E

By Ms Justine Heydra

In this final week of term 1, we focused on our reflection for the first term's provocation, Animal Habitats. I chose some of the children's favourite sensory activities throughout the term for them to re-engage in and explore again. The children loved the Jumbo Water Beads and the bright yellow sand with various Mini-Beasts. We discussed the life cycle of our bee again and sang our favourite Beehive song.

This week we also embraced the weather and spent some time outside in our sand pit. Playing in the sand is a super-tactile, full-body experience for children that gives them wonderful opportunities for fun, learning, and sensory input. Additionally, children of all ages love being in the sand pit, particularly with their friends, as it's a wonderful place for cooperative play and socialisation. Sand pit play is also a great way for children to build a number of different skills, both physical and social. Sand play helps children learn about textures and develop fine motor skills and hand-eye coordination.

I would like to thank all the parents for a wonderful and very successful first term. The children have all settled in so beautifully and are enjoying all the creativity, learning and fun activities that we have to offer in our Stage 1E classroom. It has been such a joy teaching them and watching them settle in. They have all become very comfortable and confident within the classroom and I am very excited to continue seeing them develop and grow during Term 2.

Wishing you all a lovely long weekend!

House Keeping:

Just a reminder that all personal items need to be clearly marked with your child's name. Starting in Term 2 we would like to stop all formula bottles as all the children have now settled in. They eat one to two servings of all meals and hardly drink their bottles.

Please rest assured that we do provide the children with milk once a day in our sippy cups and provide them with regular drinks throughout the day to ensure they are well hydrated. Please feel free to email me if you have any questions or concerns (Justine.heydra@reddamels.com.au).



Stage 1E: Animal Habitat Reflection



Stage 1E: Friends, Sun & Sandpit Fun



Stage 2R

By Ms Madeleine Grant

It's hard to believe that we are already at the end of our first term! This week has been a time of reflection on the time we've shared and the progress the children have made. Our morning activities recreated some of their favourite provocations animal habitat dramatic play, sensory texture explorations, and collaborative construction exercises tying in with our final theme of deserts. For art the children created textured paintings using paint in earthy tones mixed with coarse sand. They were fascinated by the texture and consistency of the paint, and the grainy effects produced as they swished, stamped and scraped their brushes across the page.

During group time Miss Ariel lead a discussion and exploration of cactuses! She showed them pictures of the various types of cactuses and succulents, displaying the range of colours and shapes they come in and the dry deserts in which they thrive. We created a pretend cactus for the children to safely investigate, using green playdough to make the squishy body of the plant, and sunflower seeds and spaghetti for the spikes! As they prodded and poked the playdough, we talked about how these plants were soft and thick because they were made to hold onto all the water they could, and how the spikes protect them by stopping any animals from getting too close.

Our group times have become so much more interactive over the past few weeks as many of the children are becoming comfortable in a group setting and confident enough in their language skills to contribute meaningfully to our discussions. Just looking at the portraits taken during each child's first days in 2R, you can see how far they have come! We have observed so much growth and as educators we are so proud of what they have achieved and excited for what we'll do together next. The explosions in language and vocabularies, the refinements to their fine and gross motor skills, the friendships with each other and the bonds formed with their teachers, and the big smiles as they have approached their play and learning have been so wonderful to observe.



Stage 2R: End Of Term 1 Class Photo



Stage 2R: Outdoor Play



Australian Landscapes & Outback

Increasingly we are becoming aware of the importance of ensuring that young children grow up experiencing and learning about the natural world around them. Learning about nature, how it works, what it provides and how we impact it is essential knowledge that all young children should have.

To extend this connection with nature now, we are in our last week of Australian landscapes, The Outback. All the experiences will open children's eyes and minds to the wonders of nature whilst connecting hands-on learning to the Australian Curriculum.

First, we explored the Outback Desert, where children created their desert with open-ended resources and explored the different animals that we can find in the desert-like snakes and geckos. The children used playdough and rocks to build different houses or castles to continue and manipulate resources and investigate, invent and construct, letting children's imagination take place on this construction. They also used natural resources to follow patterns that combine gross and fine motor movement and balance to achieve increasingly complex patterns.

In our group time, we talked about how Australia is a big island surrounded by water, but the middle is a big desert. We extended further on this concept and we read "Outback Lullaby", "Dry to Dry" and as a favourite, we read "Australian Baby Animals" and were shown all the fantastic wildlife of Australia. To extend these Australian wildlife experiences, children choose their favourite animal and represent it in their art. They choose between Kangaroos, Koalas, Wombats, Dingo, Emu, Cockatoo, Kookaburra, Rainbow lorikeet, Tasmanian devil, Possum, Crocodiles, Platypus and Echidna.

In this first term, our role in supporting children to understand and appreciate the natural environment and the interdependence between land, people, plants and animals have been exciting and successful for all the children in the room.

We had so much fun learning and playing together on Term 1, and we look forward to more experiences that enrich our children's education and resilience in our next term. Happy Easter to our beautiful families; we hope everyone enjoys their break and let's enjoy together the next three weeks of vacation care.



Stage 2/3: Australian Animals & Follow The Patterns



Stage 2/3: Outback Desert



Stage 2/3: Rock Building



Stage 3

By Kristi Pitt-Owen

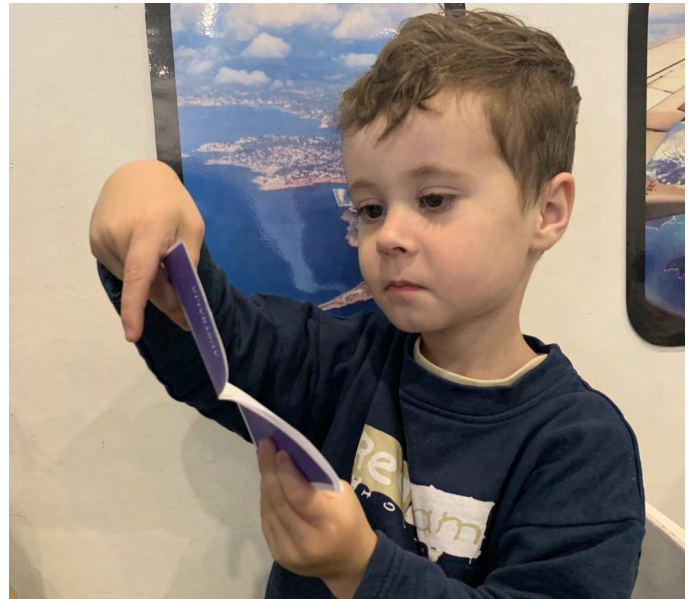
For our final week of term to consolidate our learning, the children learnt about airports and international travel. Through class discussions the children revised the different countries and continents we had learnt about during the term, and brain stormed the different ways we could travel to them. Some of the suggestions included a train, a race car, swimming and of course an aeroplane. We then discussed airports, their various features and how planes allow us to travel all over the world. The children were issued their very own Australian Passports and explored aspects of identity through role play in our airport, checking into flights and travelling across the Globe with their peers.

This provocation also allowed the children to revisit their learning from the term as they were able to 'fly' to many of the countries and continents we learnt about through various setups around the room. Revisiting learning is important for children as it allows them to make connections with their past experiences and build on these. It provides an opportunity for children to practice, refine and master skills, trial new ideas and strengthens the children's confidence and self-esteem.

Throughout the room, the children were able to fly to China where they had a dramatic re-enactment of their Yum Cha morning tea. At this activity the children developed their fine motor skills as they used the chopsticks to lift and transfer colourful (woollen) noodles into their bowls to eat with their friends. In Egypt they developed their mathematical and problem solving skills with our pyramid puzzle, sorting the pieces from smallest to largest to make the pyramid shape. For Africa the block corner was set up as a Jungle for the children to use the wild animals in their own imaginary play. Through this the children developed their gross motor skills moving the large wooden blocks and creative problem solving as they created their own habitats for the animals. This activity also promoted pro-social skills such as collaboration, team work, communicating, negotiating roles and taking turns with one another. In Italy the children revisited the Italian Café where they were able to negotiate roles being dining customers and waiters. In India they were immersed in a sensory experience with spiced playdough with rice where they developed hand strength and creativity, moulding the playdough into various creations. For Australia the children played with the Australian puppets, and finally, for South America we travelled back to Rio for Carnival and danced to South American music.



Stage 3: Travelling The Globe



Stage 3: Travelling The Globe



Friendship Bracelets

The children were discussing which peers they have missed over the last week. Our class has been smaller than usual and we have been missing everyone. We then decided to make friendship bracelets for the friends that we have been missing and to send our friends photos of the gift that we have made for them.

'I am going to make it for Deyanna, she is my best friend at school,' Emma said.

'I will make mine for Nicholas,' said Zadie.

'My one is for Agastya,' exclaimed Jayden.

'Yonnie will like this one,' said Chloe excitedly.

'I will make one for Jeremy,' said Andrew with a smile on his face.

Each child then proceeded to pick out the coloured beads that they thought their peer would like the most. We then placed the bracelets around each child's picture block, which will stay there until it is collected by each child.

How many drops to fill the dots?

The final activity to complete the term, was an experience that included fine motor skills, primary colour knowledge and mathematical concepts. The children were provided a mat with coloured circles printed on it. Each circle was a different shape and size. The children were encouraged to guess how many drops of coloured water would be needed to fill in each dot.

'It's easy two times to fill the blue dot,' exclaimed Emily, pointing at the smallest dot on the mat.

'I think four drop, drop, drop, drop,' said Patrick as he pointed to the large yellow dot.

We then used droppers to fill in the dots and counted the number of drops we actually used. The class enjoyed this activity so much that we visited it a few times over the week and became better at guessing the number of drops each dot would need to be filled.

End of Term 1

It has been a great term and all the children have shown a thirst for knowledge. Our questioning and reasoning has developed well over the past ten weeks and to enhance this skill, we will be starting 'News Time' each morning. I will forward an email soon with your child's 'News Time' day which we will follow each week. Each week will follow a theme or topic. I am sure the class will love sharing their special item with their peers.

Looking forward to a wonderful term 2, have a fabulous Easter break and stay safe!

Stage 3/4: Creating Friendship Bracelets



Stage 3/4: Counting Drops & How Do You Feel



Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

As we are drawing to the close of Term 1 2021, it's time to reflect on the term we have had with the children. This term the children have been developing new skills, making new friends, forming and strengthening relationships and have been engaging in the term's provocations. At the beginning of the term we started off with learning about the children and how they are all unique, special and connected in this world. We looked at the children's interests and dislikes and gave them the opportunity to share and incorporate their home environment into their school environment. The children participated in activities that allowed them to focus on themselves as individuals and the skills and knowledge that they bring to Reddam. As we made our way through the term, the children were provided with an engaging and exciting program that incorporated the children to build and work on skills such as 'What it means to be smart', 'What it means to be creative', what it means to be kind' and what it means to be strong. Each week the children came together in small groups for discussion around these areas to create a mind map of their voices. This supported Stage 4's cognitive development and we saw the children thrive with their writing, literacy skills, experiment with different resources and hypothesise.

To finish off the term Miss Lauren, Miss Emily and Miss Ciara all organised an area of study for the children to express their creative sides in three different ways. Miss Lauren taught the children about the famous artist Vincent Van Gough and with this the children were able to choose one artwork of his to re create in their own way. Miss Emily taught the children about different musical instruments and then asked the children to do a literacy piece where they had to write about what they like about music and finally Miss Ciara sat down with each child and they discussed story telling. Each child then had to tell a mini story and draw a picture to go with it.

Please come and check out our classroom, your child is so proud of their work and would love to show you all.

Moving forward to Term 2, we will be doing a provocation around STEM. There will be lots of fun science experiments, coding and lots more.

The Stage 4 teachers would like to wish you all a safe and Happy Easter and we can't wait to see how term 2 turns out!

Stage 4: Creating Vincent Van Gogh Art



Stage 4: I am Creative Storeyteller



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

Reflection & Easter celebration

Connections between the settings of home, community, and the school are important in developing a strong sense of belonging in the school environment and builds upon existing relationships between children and teachers. The purpose of our Term 1 learning provocation was to create a stronger sense of belonging in the children through exploring new interests that have emerged. Additionally, we focused on the children being and becoming as they developed new understandings, capacities and skills in a range of domains.

As we come to the end of Term 1 Stage 4 have been reflecting on everything they have learnt over the past ten weeks. In our discussion we talked about the children's greatest achievements ranging from academic, social, emotional, and physical. Some of the children's responses were;

- "Learning about robot play," said Isobel
- "Learning how to use robots" said Vernon
- "Reading books together," said Hayley
- "I liked writing," said Isola
- "The tie dye and the art work," said Meera
- "I liked making pizza," said Henry
- "All of the artworks," said Angus
- "All the cooking," said Lachlan
- "The writing and playing magnets," said Harry
- "My favourite was learning about writing," said Noah
- "All the artworks," said Sofia

This has been an exciting term of learning in Stage 4 and we can't wait to continue our learning journey in Term 2. We are so proud of every one of your children's growth this year so far. We hope you all have a lovely Easter break and enjoy the photos below of the children's many achievements from Term 1!



Stage 4: Term 1 Favourites



Stage 4: Term 1 Favourites



Stage 4: Term 1 Favourites



My Gym







In Drama this week we jumped in and out of books, meeting the characters in the stories and playing games. I wanted to explore the characters in the children's favourite books as well as the all-time classic stories and fairy tales.

One of my favourite book's is *Alice in Wonderland*. I loved it when I was little, imagining my own wonderland in my head as my mum read the story to me. So, I thought we would explore the storyline and meet some of the characters in the story.

A number of questions were asked including:

Have you ever seen a rabbit?

Have you ever had a rabbit for a pet?

What do rabbits look like?

What do rabbits eat?

Where do rabbits live?

How do rabbits move?

Do rabbits have long ears or short ears?

I then performed a little rabbit dance that the children watched and then repeated using their own ears. Some of the children from the Fledglings told me she had a very fluffy tail and they all Bopped up and down to the music. Next, the children used their imagination to go down the rabbit hole (tunnel) before arriving at the tea party. At the tea party there was a picture shopping list (Scavenger hunt). We all worked together to find the objects that had been hidden around the room and then sat down to have out party.

In Stage 3 and 4 we jumped into the *Three Little Pigs* book and heard the Wolf but he sounded a bit too scary so we jumped into another book, *Little Red Riding Hood* and again we saw a Wolf who looked very scary so we jumped back out of the book. In Stages 3 and 4 the children told me what their favourite stories were. A lot of the children in Stage 3 told me their favourite book was *Peter Pan*. I love *Peter Pan* too, it's a story that continues to inspire and fascinate us, and never grows old – just like Peter himself.

We discussed what and where Wonderland might be and some of the children already guessed. I told them that we were going to explore wonderland and meet some of the characters from the book.

The first character we met was the White Rabbit who said he was late! But what was he late for? I dressed up as the rabbit and acted out the song. The children loved this and wanted to do it too. We then used mime to wrap a present for the party.

The next character we met was the Queen of Hearts, she was very angry that someone had painted her flowers black and needed cheering up. We played a game of the Queens Says (played like Simon Say's) – One of the children dressed up as the Queen of Hearts, as soon as they put the costume on, they became powerful and instructed the others to do what she said otherwise she would become very mad (ordered them to jump up and down, spin around, balance on one leg, polish her shoes etc.) As the children did these actions, we discussed the status of the Queen referring to a pack of cards

The Cheshire Cat was popping out and surprising us from all parts of the room and I asked the children to see if they could find him. I told him he was cheeky, purple and had a big smile or is it a grin? He was hiding behind me, grinning away. We copied the stance of the cat in the pictures using different levels. I asked why the cat was looking so cheeky. Andrew said he was hiding something, and Catherine said he had been pulling a funny face.

Drama

