



Principal's Message

By Mrs Simone Cooke

Dear Parents,

Happy Mother's Day to all our beautiful Reddam Mothers. It is with much sadness that we had to cancel our planned celebrations today due to new Covid restrictions. We hope, however, that you enjoy the little gifts that were so lovingly crafted for you by your child. I have no doubt you will continue to treasure these little momentos for many years to come. A huge thank you also to Josephine Li, one of our Mothers in Stage 2/3, for the beautiful Mother's Day display that she created for Reddam, in recognition of our wonderful Mother's. If you had your photograph taken this week with the photo booth, we will ensure that the photographs of you with your child are uploaded onto Tapestry for you to keep.

Today we acknowledge the important role that our Mother's play as the first teachers of our children. How important these early years are in formulating our children's core beliefs, values and attitudes. To impressionable children, Mothers are a constant role model, instilling values through both words and actions, and tirelessly working to offer our children the best possible foundations in life.

There is no doubt that the partnership and collaboration between parents and school is critical for building children's self-esteem, confidence, identity and sense of belonging, as we work together to achieved a shared vision and goals for each child's learning journey. This requires the building of authentic, trusting relationships between parents and teachers, in which we value each other's knowledge and understanding of children's individual needs and interests, and are able to share insights and perspectives about our children that allows them to grow and flourish. At the end of Term Two, our teachers will be holding a Parent Teacher meeting in which we offer a mutual sharing of information. A written report outlining your child's milestones and development in accordance with the Early Years Learning Framework will be supplied and our teachers will meet with you to discuss your child's individual development. As teachers we find it extremely valuable during these meetings to gain parent insights into your

Principal's Message Continued...

child, so that we are able to attain a full picture of your child, across both home and school and engage in shared decision-making when planning and setting individual goals.

We thank all our Mother's for the incredible job you are doing in raising our beautiful children. We know that it can be a tiring and at times challenging task. Please know that we are here to support you in this process and should you be experiencing any problems with sleep routines, toilet training, behaviour management or even Primary school selection, we are here to support you in this important journey. Please never hesitate to speak to your child's core teacher or contact me with any issues you may be experiencing.



Stage 1R

By Ms Amanda Felton

We are back in the swing of it for Term Two, and we have all gone red with excitement! This week we started our investigation into colour recognition and what better place to start than with the bright and vibrant colour red. As the children investigated the colour red they soon realise that anything can be red and with such enthusiasm they looked into the colour box to see what exciting red objects they could find.

Early identification of colours is important as it helps children to cognitive links between visual clues and words. Constant repetition ensues that children begin to make associations.

Now that Term Two has commenced the children have also resumed their Specialist classes and are loving their music and gymnastics. It is wonderful to see how confident they are becoming.

Well done Babies! It is lovely sharing and building strong bonds with each other and everyone is chatting and playing together during free play.

Housekeeping: Please label all clothing, shoes and other items that the Babies bring to school. So the children's belongings can go home in the right bag.



Stage 1R: Exploring The Colour Red



Stage 1E

By Ms Justine Heydra

"Pretend play combines two wondrous and uniquely human characteristics- the capacity for fantasy and the capacity for, and need to, make meaning of our experience." Susan Linn

Welcome to Term 2, after a great and relaxing Vacation care programme, we were all very enthusiastic and excited to start our new term and Learning Provocation. In our wonderful Stage 1E class our new provocation focus this Term is Seasons and Colours. We have started with Summer and what a magical and exciting week it has been for the children.

Our group time provocations have been centred around our Seasonal jars and our focus jar was Summer and Mr sun. The children were each given the opportunity to explore and look at the jar that was filled with sand, blue water and a bright yellow sun. We discussed the shape of the sun, the colour as well as the fact that we receive our warmth and light from the sun. Our focus song was Mr. Sun and the children enjoyed the actions and giant inflatable sun that we incorporated into our song.

Our sensory tables were focused on the colour yellow to represent the bright sunshine and was filled with trays of all different objects that are yellow. We also had a yellow sand sensory tray with beautiful flowers. The children loved the texture of the sand and many used the flowers to scoop the sand up with.

Our Art this week was a real highlight for many of the children as they were all mesmerised and amazed at our marble sun art experience. Each child had the opportunity to create their very own sun with bright colours of pink, orange and yellow. The best part was that the children used marbles and the rolling effect of them to paint their sun. The expression on their faces were priceless and they as they were very captivated and excited by our painting method. We named the colours of the paint and discussed that both the sun and marbles were round. This activity was filled with developmental aspects such as; hand-eye coordination, fine motor skills, learning colours and learning shapes. The children all had so much fun during this activity.

Lastly our dramatic play area was set up with a combination of summer activities, such as, an ice cream stand, flamingo play and Hawaiian Leis. Dramatic play at this age is very important, as it allows the children to direct and express their own play environment and understand concepts about the world around them. It also promotes language development and teaches the children to play and interact with one another. It also builds and strengthens their ability to share and work on their conflict resolution.

Wishing all the Mother's a wonderful Mother's Day.

Stage 1E: Marble Sun Art



Stage 1E: All Things Yellow & Summer Flowers



Welcome back to another term in Stage 2R! This term our learning topic is Our Community, and over the coming weeks we aim to explore various roles and occupations within our community, starting this week with a very popular career among the children fire-fighters! This has proved to be a hit with the class; they have loved dressing up in the fire-fighter costumes and engaging in dramatic play, driving around the toy fire trucks and imitating the sirens, and singing 'hurry, hurry drive the fire truck' during group times.

They were fascinated by the activity that saw them extinguishing 'fires' made of flame coloured ice, using spray bottles of warm water. They sat in pairs, wearing their firefighter jackets and helmets, and raced each other to put out their fires first! Some found it challenging at first to coordinate their hands to comfortably hold the bottles and squeeze the triggers, which is wonderful exercise for their fine motor skills. They concentrated on aiming the nozzles at the ice with accuracy, and showed great focus as they stuck to the task at hand and saw their progress as the ice steadily melted away!

This week the children have also been busy preparing for Mother's Day, putting the finishing touches to their collages and gifts in time for Sunday. To connect to our Goal Programme we have been encouraging the children to speak up during group time by asking them to share stories and anecdotes about what we all love about our mums.

What Do We Love About Our Mums?

"I love when my mummy does my nails, they are yellow," said MyLan.

"I love when my mummy cooks the pasta, she stirs the pasta around for my dinner," said Gisele.

"I love my mummy, she is Stephanie and cuddles me," said Matilda.

"My mummy does ring-a-rosie with me and Eleanor," said Charles.

"Mummy cuddles me and gives me dinosaurs," said Sofia.

We will be encouraging all the children to extend their confidence, speech and language skills, so it is wonderful to hear some of them already so willing to share their thoughts with the class!

We hope you have a wonderful Mother's Day with your beautiful children!

Stage 2R: Firefighter Role Play!



Stage 2R: We Love Our Mums!



Stage 2/3

By Ms Gabriela Alvarez

We embark on our first week in our time machine. We commence our journey on a fantastic timeline of life on Earth; we start with Prehistoric times and the legendary Dinosaurs, which the children were very excited to learn everything about. Learning about the History of our planet enables children to understand better the world in which we live.

In our group time, we explained the names of the Dinosaurs, what they eat, how they sound if they are big or small if they are fast or slow. The children can rattle off the scientific names of a good number of dinosaurs. They can tell you about each one and recall what these creatures ate, what they looked like, and where they lived. They know the difference between the meat-eaters and the leaf eaters. The level of dinosaur expertise of the children is seriously astounding.

Learning through provocations is particularly beneficial for cognitive development. A 2008 study found that sustained intense interests, particularly in a conceptual domain like dinosaurs, can help children develop increased knowledge and persistence, a better attention span, and deeper information-processing skills.

In our provocations, we start with our sensory Dinosaur table, where the children could explore the different varieties of Dinosaurs. They begin to evaluate the various environments; some lived in the water, flew in the sky, and others lived on the ground; they used their play to investigate and explore new ideas.

We also investigated & explored how the Dinosaurs came from Eggs and how Mummy Dinosaurs take care of their Eggs nest to avoid other Dinosaurs like the Oviraptor from stealing their eggs. The children were thrilled to find dinosaurs inside the eggs in their learning stations and played happily with the baby dinosaurs after they emerged out of the egg.

As part of our program we explained that the proof we have of Dinosaurs existence comes from fossils, that have been found all around the world. The children created their own fossils and investigated using their sensory abilities. They manipulated the objects and experimented with cause-and-effect motions in the playdough; the children use their language to describe and explain their ideas. The most popular of them all was our table of the small world dinosaur play where the children could use their imagination in their dramatic play. They explored different Dinosaur's identities and dramatized what they have learned.

To end our exciting Dinosaur week, we read some exciting books such as "*Crush The Shy Dinosaur*", where the children needed to show us their excellent listening ears; otherwise, the shy Dinosaur would hide. We explored a different kind of dinosaurs in our "*Dinosaur's Day Out*" book, where we also learnt how to find real fossils at the museums. In our book "*If I Had A Triceratops*", we explored what it would be like to have one Dinosaur as a pet, adding some fun into our group time.

It has been an exciting week for Stage 2/3, full of investigation and explorations. The children have a great eagerness and excitement to learn. We are proud of how involved they are and in their learning and how much they enjoyed our Dinosaurs week.

Stage 2/3: Dinosaur Eggs & Fossils



Stage 2/3: Dinosaur Sensory Play



Stage 2/3: Creating Dinosaur Track Art



Stage 3

By Kristi Pitt-Owen

"An understanding of the natural world is a source of not only great curiosity, but great fulfilment." **Sir David Attenborough**

As you know the children have been very interested in their natural world. The children have been moving through their outdoor environment, noticing all the minibeasts that they have found like snails, butterflies and other various creepy crawlies. This has sparked a big interest in the minibeasts world, what are they? Where do they come from? Where do they live? Through these interests the children have been asking about plants and leaves that they have found either on the way to school or in the playground.

Using these interests, we have created our 'Our Planet' provocation with inspiration from Sir David Attenborough.

To begin our research task of protecting our planet we dove straight into the wonder of the natural world. Plants grow all around us giving us shade, food and oxygen. In group time the children have learnt about the anatomy of a flowering plant, from the roots that help the plant stand tall and act as straws to suck up water and minerals, to the leaves that make food through photosynthesis. It was amazing to see the children's knowledge and ability to maintain the complicated information given to them. By the end of the week most of the children could label each part of a flowering plant and its role in the growing plant.

In assisting the children's understanding of the flower anatomy our table activity allowed the children to dissect and investigate parts of a plant. The children seemed very stimulated through this fine motor experience which also fostered language and communication skills through conversations with teachers and peers.

In our research we discovered that seeds can be found in foods that we eat. We watched a short time lapse clip on capsicum and cucumber seeds growing into a plant, the children were amazed watching the vegetables grow. Following from this, the children were invited to view dissected different fruits and vegetables to find their seeds. We had lemon, capsicum, kiwi fruit, tomato, and apple. Using tweezers, the children pulled out the seeds and then used a magnifying glass to view them.

For group discussion we began our numeracy program by incorporating our fruits and veggies. In a graph the children were invited to find their names and place it with their favourite fruits or vegetables. Once completed we counted the numbers and noted the least favourite and the most favourite.

Next week we are further investigating our planet by exploring mini beasts. Through environmental discovery, children will learn gratitude and paying respect to the earth that we live in. Furthermore, it can also inspire the next generation of environmental carers.

We ask that families encourage their children to take note of the little things at home and in the gardens, and bring them into school. Using these natural materials, you find, we are going to be making a classroom mobile. It can be anything from feathers, leaves, small branches, pinecones and sticks. I am looking forward to seeing what you find! Happy adventures!

Stage 3: Our Planet Exploration



Stage 3: Creating & Dissecting Plants



Stage 3/4

By Ms Riina Andrew

Welcome back! What a great start to the term we have had. The children have all shown such resilience and have come back to school happy and eager to learn and have been very excited to share their news items each week. Keep up the good work!

To start off Term Two we will be exploring Indigenous Culture. The children have been fascinated by Uluru, or the big red rock, as they have come to label it, and were wondering 'how it got there?' and 'why is it there?'. These are some questions that we will be delving into to find out the answers.

We also watched a visual representation of '*The Rainbow Serpent.*' This story is one of the most traditional Dreamtime stories of Indigenous people. It explains how a serpent turned people into trees and mountains and that we all have to look after our environment together.

At the art table, the children tried their hand at some traditional Dot Painting. Using Indigenous pictures for inspiration, the children used thin sticks to dip into their paint and make their own dots on their paper to make a picture. Together the children expressed verbally what they were trying to achieve and how they would like their creation to represent a particular element of the inspirational pictures on display.

In the small world play area, the children had a chance to recreate their own version of '*The Rainbow Serpent.*' Using props and animal figures to recreate their own ideas of the story, the children took turns of presenting to the class their own take on the traditional story.

We have also been visiting the Yarning Circle. A Yarning Circle is a harmonious, creative and collaborative way of communicating to encourage responsible, respectful and honest interactions between each other. It is a place to build trusting relationships, foster accountability and to provide a safe place to be heard and to respond thoughts and queries. The class had a great learning experience in this space and we will continue to utilise the area during this provocation.



Stage 3/4: Exploring Indigenous Culture



Stage 3/4: Dot Painting & Yarning Circle



Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

This week we welcomed Stage 4 back to another exciting Term Two at Reddam House. The children were eager to participate in a range of educational activities that promoted literacy, numeracy and creative arts skills.

STEM

This term the children will have the opportunity to learn about STEM. STEM also known as Science, Technology, Engineering and Mathematics in education is a way of thinking about how educators at all levels should be helping children integrate knowledge across disciplines, encouraging them to think in a more connected and holistic way. STEM allows educators to give children chances to investigate an idea in a variety of settings, for what educators call cross contextual learning. We can also incorporate Math and Science to make learning interdisciplinary using a STEM approach. The learning becomes more relevant when students go outside to explore nature. By asking the right questions, we can help stimulate investigations where students are identifying objects, making comparisons, making predictions, testing ideas and sharing discoveries, all while observing their natural environment.

This week teachers began the term by allowing the children the opportunity to engage in a number of STEM experiences such as the science station, STEM (engineering) boxes, light table accompanied by torches, astronomy space station and our mathematics station.

Bee- Bots

Whilst the classroom was set up a number of table activities that allowed children to investigate STEM in their own time, teachers also began to introduce children to technology. Technology in STEM education can be defined as educational or instructional technology that is used to enhance teaching and learning. We started off by having a class discussion about what technology is. The children informed their teachers of a number of different devices that may be used around the home. Once we finished our group discussion, the children were invited to participate in a fun game that allowed them to gain an understanding of directionality. Directional awareness is understanding of the concepts of left a right, up and down, top and bottom and front and back. These skills are vital for the child's development of movement awareness. Once this game was complete the children broke off into smaller groups and were introduced to the Bee-Bots. Bee-Bot is an appealing programme robot for children. It is an easy way to introduce control and technology into the classroom. Each child had the opportunity to press different arrows in order to make the Bee-Bot move in whatever direction they chose.

This activity allowed the children to gain knowledge and skill set such as directional learning, trial and error and how to use an electronic device. Once we had finished teachers sat down with each child individually and asked them a number of questions relating to the bee bot and what they liked best. Some answers included:

"I liked the directions it went. It went right and left and forwards and backwards," said Adelina.

"There's some robot stuff inside. When the robot moves, it presses go," said Evander.

Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

"It moves when you touch the buttons," said Joseph.

"The wheels make it move," said William McKenzie.

"I like directing them, it went left and right and forwards. It's the batteries inside that make them work," said Isabelle.

"I liked making it go straight. I pressed the go button. It went straight, left and right," said Tom.

A few friendly reminders:

- No toys are to be bought into the school as we have noticed some are getting lost or broken.
- Hats are still needed as the UV is above 4.
- We start specialist classes promptly at 8:30am sharp and formal lessons will begin in the classroom at 9:30am.



Stage 4: STEM Experiences



Stage 4: Bee– Bot Coding



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

The Ugly Duckling

“In a world where you can be anything, be kind.”

In week one Stage Four began their journey into the world of fairy tales by exploring the concepts and themes of the story *“The Ugly Duckling”*. The story of *“The Ugly Duckling”* is not about turning into societies idea of beauty. It is about self-revelation, personal transformation and becoming who you truly are. The story teaches us important lessons about acceptance and kindness towards others. The “duckling” in the story is rejected by the other animals in the kingdom for not looking like the other ducks. The duckling overcomes many challenges and evolves into a beautiful swan. One key challenge the duckling faces comes from the treatment he receives from others. The duckling simply accepts the other animal’s perception of him instead of realising how truly wonderful he is. Although the duckling’s transformation is not typically a “magical” one such as a fairy godmother waving their wand, the magic we experience is in his self discovery.

Friendship Hearts

To extend on the ideas presented to us in the story Stage Four were invited to participate in a friendship activity. Every child’s name was put into a jar and one by one, the children pulled a peer’s name out. The children then discussed and portrayed what they liked most about that person on a heart which then got displayed in our classroom. This taught Stage Four to see others in a positive light and learn the power of being kind to others. The children loved hearing what their peers had said about them and their smiles radiated throughout our room!

Lily Pad Counting

As we engaged in the environment of our ugly duckling the children immersed themselves in a counting and number matching activity on lily pads. The children explored reading numerals and using one to one correspondence to count dots on the lily pad to match to their chosen numeral. This activity supported the children’s understanding that numbers correspond to specific quantities.

Happy Mothers Day!

The Stage Four children have been busy preparing beautiful gifts for their Mothers this week. All the children have expressed their excitement surrounding the occasion and are so eager to celebrate their Mothers on Sunday. From all of Stage Four we wish you a very Happy Mother’s Day!

Stage 4: Ugly Duckling Nest Making



Stage 4: Lilypad Counting



Stage 4: Happy Mother's Day



My Gym



Piano

By Mr Alan Tang

This week is the second week of piano lesson at Reddam ELS. Stage 4, 3/4 and 3 learnt the ducky song which required the left hand. Children were introduced to the key B, A and G on the left hand. It is relatively new and we will be spending some time on them for the children to remember. Stage 2 spent time on the potato song, which required the children to count and pay attention to rhythm. Stage 1 were great listeners and they were introduced to a few new songs as well. In conclusion, it is a productive week at Reddam ELS.



Namaste Parents! Happy Friday and I am grateful to be back here sharing news of another fun week. Children of all stages seemed to be very excited to be doing yoga again after the school break. It fills my heart to be welcomed with those smiles and this is just another way of practicing yoga off the mat, sharing love, kindness, friendship and smiles.

This week we went on a journey of spontaneous storytelling focusing on only three yoga poses. I displayed cards with pictures of each pose which was; Cactus pose, Surfer Pose and Buddha Pose. The story unfolded the cactus that was thirsty and found the ocean and went to surf, after feeling tired it went to meditate. After practicing the poses, I put the cards away so they could not see it anymore and we played the dance freezing game. Each time the music stopped children had the challenge to remember the poses and to perform one a time. Children demonstrated enthusiasm and participation in classes and demonstrated great skills on memorising poses and its names.

And we ended classes practicing the Buddha pose for meditation. I invited children to close their eyes and explore their imagination to go to magical places during meditation. I asked them to imagine their mats were a big rock on top of the mountain. With the eyes closed with do you see? I asked. Some lovely answers: "I saw a man that gave me flowers" "I saw dragons," "Candies," "Elsa," and "Rainbow."

Wishing you a beautiful weekend.

This week in drama we started on our new theme 'The Magic Carpet'. We will be flying to new and exciting places each week on our Magic Carpets but first we needed to find one!

I began the lesson by asking the students "Would you like to come on an adventure with me?" The answer was yes, they love going on adventures! So, we decided to pack a bag. We went around the circle and each child had a go at packing something. In Stage 2, I prompted the children with questions like "What should we eat for lunch?" Or "What about something to protect us from the sun?" Once our bags were packed, I told the children that we were going to try and find the Cave of Wonders. I had been told by a friend that the way to find the cave was to do silly walks. I asked the children to follow me: stamping, stretching up high on our tippie-toes, walking backwards, lifting knees up high.

When Stage 2 and 3 found the cave, we explored inside all together. I asked the children what magical things they had found in the cave. Some suggestions included unicorns, magical wands, lollies, and monsters! I told the children that I'd found something round and heavy. I asked them to help me carry the object back to school. We used our physicality to show how hard the object was to carry, and our faces to show how much effort we had to use. We dusted it off and rolled it out. It was a magic carpet! We had to test if our magic carpet worked, so we went on a test ride to visit the Queen in England. We sat with the Queen and had cucumber sandwiches and tea. I asked the children to repeat some descriptive words after me e.g., Marvelous, splendid, wonderful! We then flew back to school, rolled up our carpets and put them in our bags ready to use next week.

In Stage 4 when we found the cave, I turned into a Genie (teacher in role) and pretended to be guarding the entrance to the cave. I taught the children how to wake up the Genie (by saying "Open Sesame"), and then asked the children to come up with a pretend name, and a gift offering for the Genie. The interaction went something like this:

Genie, hides face behind hands

Child: Open Sesame!

Genie: Who's that entering the Cave of Wonders?

Child: It's Sparkle! (whatever name they chose)

Genie: What gift did you bring me?

Child: I brought you a magical fairy wand (whatever gift they chose)

After everyone had entered the cave of wonders, we explored and found something round and heavy. We used our physicality to show how hard the object was to carry, and our faces to show how much effort we had to use. We dusted it off and rolled it out. It was a magic carpet! We had to test if our magic carpet worked, so we decided to play musical carpets. When the music was playing, the children could fly through the sky, but when the music stopped, they had to sit and freeze on their magic carpet. We rolled up our magic carpets and put them in our bags for next week. I wonder what adventure we will go on!

In the Nest and Fledgling the children sang an elephant song with me and copied my actions. We then had a go of turning into elephants and stomping around the room. Well done Jackson and Annie for following along with me!

Drama

