



REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM

ELS

14th May 2021

Principal's Message

By Mrs Simone Cooke

Dear Families,

With the arrival of so many new siblings over the past few months, I have had many requests from parents for advice on how to help their older children deal with the arrival of a new baby, who has suddenly invaded their homes and lives. We all know the mixed joys for toddlers and pre-schoolers, who may be very happy and excited to have a new playmate, yet are conflicted by the fact that they now have to share attention, toys and routines. It is very common during this time for older children to engage in challenging behaviours, in order to gain your attention, such as crying or yelling. Sometimes they may even regress in their own eating, sleeping or toileting, in order to gain your attention.

Preparing children for baby's arrival is an important first step. This can be done by involving your child in early doctor appointments, inviting them to see the scans, listen to the baby's heartbeat and feel them kicking, as it allows them to start their own connection with their new sibling. Reassure them that they are special and will have an important role when the baby arrives. Encourage them to help you prepare for the baby's arrival and make choices about what you are buying. Where possible try not to make too many changes such as moving from cot to big bed at the same time as the baby is arriving as too much change can be difficult. When the baby arrives it is a good idea to have a small present to give them from the new baby to say hello and thank you for being my big sister or brother.

However, even the most well prepared child may find the reality of a crying and demanding baby very challenging and so employing a range of strategies early, may reduce the negative impact of the sibling's arrival.

One-on-one time

Continue to plan one-on-one time alone with your older child, where possible rotate this between parents and take turns caring for the new baby. It is a good time to intro-

Principal's Message Continued...

duce special tasks such as a special story time or game time where they receive the undivided attention from one of the parents. If you are breastfeeding and find that your older child is feeling jealous and demands this time with you, be prepared and keep a special box of toys that they enjoy and only use at this time, or have a routine where they sing to the baby, so that they too can enjoy the breastfeeding process and are not competing with baby for your attention at a time you are unable to give them your full attention.

Involve your child in caring for baby

Encourage your child, under close supervision, to assist with the new baby, inviting them to help collect the items for nappy time, help prepare the bath toys or even help dry the baby afterwards, this allows your child to feel involved in the process. It helps to offer praise when they are gentle and positively interacting with the baby stating how lucky they are to have such a good big sister, or telling them that you hope the baby will grow up to be as good a helper as they are. Encourage children to use their 'gentle hands' to give the baby back rubs, stroke their arms and offer soft kisses, show them how you cradle the baby and explain the importance of holding a baby carefully, always praise them when they do this and tell them how proud you are of them.

Limit resentment of baby

Try very hard not to associate the baby with changes in their lives that they enjoy, as this can build resentment. Resist saying "We can't go out because the baby is sleeping" or "I can't play with you now as I am changing the baby" as this will only create anger towards their new sibling. Instead be supportive of their feelings and acknowledge the changes taking place, "I know that it is hard not being able to go to the park straight away, but when we get there we will have a lovely long play". In this way your child knows that you recognise how they are feeling. It can be a good idea to say out loud to the new baby that they need to wait while you help your older child, as this makes them feel important and reduces jealousy.

There is no doubt that it is a time of adjustment for the entire family, and some children may even respond by ignoring the baby, putting their hands over their ears when they cry or asking when the baby will be leaving. Try not to force a relationship between them, this will come when they are ready. Do not be alarmed if your toddler does try and pinch or prod the baby. If this occurs, avoid giving them attention by stepping in immediately and protecting the baby and giving them attention, so that the older child is not getting your attention, as some young children do not discriminate between positive and negative attention. Instead acknowledge their feelings and use a distraction to allow them to calm down.

Should you be encountering ongoing problems at home with sibling rivalry at home, please do not hesitate to call on us for support, as trying a range of different strategies can make a significant difference at a time when so much change is taking place in everyone's lives.

Stage 1R

By Ms Amanda Felton

Oh Look ! It's the lion.....he is very hungry, it must be feeding time so why not feed the lion! My gym was loads of fun this week as we were invited to meet the friendly lion. As the lion made his way around the circle he was entertaining each of the children. Everyone gave him a gentle pat. Well done lion you really had everyone's attention!

This week we also focused upon learning about our red circles. To help children learn to identify shapes with colours, and focus more on using their hands and dexterity skills. The children explored through sensory engagement, classifying and searching for red circles. The children would pick up the different objects and have a really close look at what they could find that is interesting to them. We were all excited when we found the red circle. How clever we are.

This experience was then followed on by painting their red circle by stamping onto the paper with red paint. This was a little challenging as they had to really use their fingers to pick up the stamp. Some children found it easy and others a little difficult. And as a result we have some amazing pictures up on the wall. Each created with great enthusiasm and creativity.

Well done everyone, keep it up!



Stage 1R: Exploring Red Circle Shapes



Stage 1R: Exploring The Colour Red



Stage 1E

By Ms Justine Heydra

This week in Stage 1E we continued our provocation on seasons and colour. Our focus this week was Autumn and the colour red. The classroom and dramatic play corner was transformed into an Autumn wonderland. The children had the opportunity to play and explore natural resources, blocks and wooden shapes. The children also had the chance to play with autumn leaves and rake them up from under our autumn tree.

During our provocation group time we discussed the process of Autumn, and talked about how the trees lose their leaves as the weather becomes colder. We also named and pointed out different colours we find during the autumn months and also focused on our shapes and had lots of fun counting autumn leaves.

This week during our sensory experiences play we focused on developing fine motor skills during our tuff tray activity. The child had the task of picking up autumn leaves with “children’s tweezers” and placing the leaves into little buckets on the tray. The pincer grip motion allowed the children to work and practice their fine motor skills. Furthermore, the children also focused on building their concentration and coordination as the tray was set up with tape across the top encouraging the children to problem solve and work on different ways to retrieve the leaves. Our second sensory activity was based on the colour red. The children had the opportunity to explore all things red in various sensory tubs. They enjoyed the different objects and textures and enjoyed sorting and classifying each of them.

Our art experience focus was painting with Autumn coloured sand paint. We mixed various paints and dyes with sand to create bright and vibrant sand textured paint. The children loved painting with the sand paint and were also given the opportunity to touch the paint and explore the texture of it. So many fun ways to explore seasonal change. Wishing you all a wonderful weekend!



Stage 1E: Autumn Exploration



Stage 1E: Exploring Natural Resources



Planes, Trains and Fire Engines!

This week we finished our unit on fire fighters and began our next topic: transport! Children are fascinated by transport, whether it be buses, trains, cars, trucks, boats, planes or helicopters. So often they have come into class with stories of the vehicles they have seen over the weekend or on the way to school. It is wonderful to hear them talk about topics they are so passionate about, and as one of our Term 2 goals is to encourage all the children to use their voices and share their wonderful ideas with their teachers and peers, we decided to spend some time looking at the various modes of transport that keep our communities running!

We concluded our fire fighter theme with a sensory art activity, finger painting flames! Using red, orange and yellow paints on black paper, the children were given a chance to get their hands dirty as they used their fingers and palms to spread the paint over the page, with the colours mixing together and creating an inferno on the paper! Hands-on sensory experiences are a great way to get young children fully engaged in a project, and the new and unusual sensation of thick paint between their fingers kept them focused on the task at hand. Some children preferred not to touch the paint, so they were given a range of paintbrushes to complete the task in a way in which they were most comfortable.

The children loved playing at the small world station where we set up a range of miniature vehicles for them to play with. In this activity we wanted to create a familiar and open-ended activity and observe the children as they approached it in their own way. In small groups they approached the table and immediately chose their preferred vehicles. We asked them to identify what they had chosen; the type of vehicle, what colour it was, the sounds it made, and whether it travelled on tracks, roads, or in the air.

We observed the way they approached disputes over who got what toy, and encouraged them to use their words and practice sharing and turn-taking instead of getting frustrated. It was wonderful to see them playing so well together, using their words and beginning to understand the feelings and points-of-view of others. These are skills we are encouraging the children to take out of the classroom, and it has been a joy to see the friendships and bonds emerging in the playground as they strengthen their relationships and engage in cooperative play!



Stage 2R: Creating Fire



Stage 2R: Co-operative Play



Human Evolution & Stone Age

Travelling on our journey through time we have arrived at our second week where we explore the Stone Age and extend our understanding of Human Evolution. Building knowledge and understanding of historical events and trends enables the children to develop a much greater appreciation for current day events.

The children were full of questions and hungry to know everything about The Stone Age. In our group time, we explained how cave men used to live, and we explained how they did not have kitchens so that they had to cook everything on open fires and how they did not have light globes so fire provided them with light at night, the children were so surprised to know and learn from all these histories. We also talked about how they used to live in caves, and they would hunt and tell stories by drawing on the walls of the caves. We also went through ancient animals of that age such as Mammoths, Sabre-Toothed tigers, Woolly Rhinos and Glyptodons, the children were thrilled to listen to the different sounds of these ancient animals.

Teaching this topic helps children understand the influences early man had in terms of farming, art and even the first animations. These important milestones that occurred in the Stone Age have helped to shape our modern society.

Our program started with our Stone Age Sensory bin where the children used play to investigate and explore new ideas referring to the images they found. They looked at images of Cave Men with their families, the different caves or tents, the fire torches and the different tools used during these times. Later we went to our Rock Balancing table, where children combined their gross and fine motor movement / skills and balance to achieve increasingly complex activity patterns.

To learn how all these special's tools and caves drawings were found, we explained and explored different identities in the dramatic play, first pretending to be archaeologists finding bones with our special brushes and magnifying glasses. Furthermore, as a favourite, we played Cave men in our unique cave which had an imitation fire pit inside and we used different wooden tools to pretend to be hunters.

To keep scaffolding their learning, we went through exciting stories like "The Cave Man next door" where it showed the huge difference in how people use to live in those times compared to now, and how they used drawings to tell stories, and how they would travel long distances to move away from the cold winter months.

As the children showed so much interest in the drawings of the caveman, the children used their artistic skills to represent their favourites things that they learn from the week; some of them represented Mammoths, tents or caves or hunters. All amazingly, represented.

I has been an exciting week for Stage 2/3. They have learned and explored all these provocations. They enjoyed using their beautiful imaginations and dramatic play and pretended all these identities of a society that once upon a time existed.

Stage 2/3: Cave Art & Hunters Home Cave



Stage 2/3: Rock Balancing & Stone Age Sensory



Stage 2/3: We Are Archaeologist



Stage 3

By Ms Emily Chacon

“People must feel that the natural world is important and valuable and beautiful and wonderful and an amazement and a pleasure.” **Sir David Attenborough**

Snails, butterflies, beetles and other creepy crawlies were our focus this week. The children have loved our minibeast portion of our provocation. Each day the children created their own scavenger hunt, running around the yard trying to find any and all of the creepy crawlies.

During group time the children learnt what makes an insect; 6 legs, antennae and 3 body parts, the head, thorax and abdomen. The children were very interested to find out that a spider is not an insect, because it has 8 legs, they are part of the arachnid family.

On our insect fossil table, the children were invited to roll out their dough and push their desired insect into the dough. After pulling the insect out, it left behind an indentation. This playdough activity was to teach children about exploration, to teach little ones about discovery and the world around them.

For art the children sat one on one with Miss Emily and was invited to explore the insect models around them. They were then asked to pick on and draw it on their paper using a black pen. When complete the children used watercolour paints to give their art a pop of colour.

This week we began our 'show and tell' segment. The process of preparing a show and tell encourages children to consider the importance of a special item and appreciate its significance in different ways. Some ideas could be photos from a holiday, favourite toy, books, or anything that will allow your child to form an opinion and think about how the item makes them feel.

We are looking forward to hearing our friends next week 'show and tell.' Parents please refer to the table on our communication board if you are not sure which day your child is allocated.



Stage 3: Our Planet Exploration



Stage 3: Creating & Dissecting Plants



Stage 3/4

By Ms Riina Andrew

Indigenous Cultures

As part of this provocation, I wanted to incorporate the use of Indigenous symbols as a way for the children to try interpreting different forms of text. We used the iPad to search for Indigenous symbols. We found a page that had a lot of different symbols that the children found to be very fascinating. Each child chose a symbol that they were interested in and copied it onto a piece of paper. We practised our symbols over and over again and when we decided that we were able to replicate it, we drew the symbol again on our final creation. We enjoyed looking at each other's symbols and made up our own Dreamtime story, as follows:

'All the animals went sleep. They slept for 18 minutes. Then they woke up and started playing with the koalas and the snake. They then decided to eat some leaves and invited the dingo to eat with them. The kangaroos ate a snake and the eels drank the water with the snake.'

As the children engaged in this learning experience, they extended their knowledge of pencil grip, gain a deeper understanding and appreciation of what these symbols mean and also expanded their knowledge of story making.

This week, we enjoyed a Dreamtime story called '*The Rainbow Serpent*.' It is a story of dreaming in Aboriginal society and represents one of the great and powerful forces of nature and spirit. Connected to water, the Rainbow Serpent is the great life giver, and protector of water, which is his spiritual home.

The class have really enjoyed learning about Indigenous Cultures and have embraced this learning topic.

We also listened to some Aboriginal music and song. Using the tapping sticks, the class had the opportunity to participate as they felt comfortable, some using the sticks by rubbing them together and some hitting the sticks together to create sounds in time to the music.



Stage 3/4: Rainbow Serpent Painting & Symbols



Stage 3/4: Rock Patterns & Animal Tracks



Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

Firstly we would like to start off by saying we hope you all had a lovely Mother's Day last Sunday, the children were all very excited to give you their lovely gifts that they made. We hope you loved them.

As we have moved onto our second week of technology we have extended the children's thinking by providing them with another form of technology this being the robot, Sphero. This device is an app-enabled robot that fosters creativity through discovery and play, all while laying the foundation for computer science. The program goes beyond code with collaborative STEM activities, nurturing children's imaginations in ways no other education program can. The cross-platform app is approachable for all skill levels, allowing the users to reach as many minds as possible. We started off by allowing the students to learn how to move and control the device. The children each had a turn at controlling it on the floor. We then extended the learning and decided to put it into a more of a practical form. This being; allowing the children to choose two colours from a selection of paint they then put the paint and Sphero onto their piece of paper. The Children used Miss Lauren's phone that had the Sphero app downloaded onto it to control Sphero across their page, we found out that this isn't easy. But in the end the children had a lovely piece of art created by Sphero.

You may have noticed that last week we introduced the Bee Bots to the children. These are exciting robots that are designed specifically for young children, these colourful, easy to operate and friendly robots are the perfect tool to teach children sequencing, estimation, problem solving and just having fun. These robots can remember up to 40 commands consisting of forward, backwards, left and right movements to manoeuvre around the floor. As an extension to the children's learning we provided them with directional cards. These are basic cards made so that the children can follow. They allow the children to independently use the Bee Bots by following the instructions on the cards.

With the use of technology the children were able to use torches to look through different coloured blocks. This activity saw the children creating constructions than by using the torches they were able to incorporate it into their construction. The children enjoyed turning the lights off and shining the torches through the coloured blocks onto the roof where they were able to see the colour.



Stage 4: Creating Art With Robot Sphero



Stage 4: Bee-Bot Coding & Exploring Light



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

Jack And The Beanstalk

The story of “*Jack and the Beanstalk*” follows a boy called Jack who is sent by his mother to sell the family cow as they have no money left. Instead of coming home with money Jack comes home with magic beans which grow into a beanstalk. Jack then climbs the beanstalk and discovers a Giant’s castle where he steals gold from a bad Giant and saves his family from poverty. The story exposes children to different lifestyles and the struggles that many people around the world suffer with. Many of the children were surprised to learn about how different families live with no money or little resources sometimes.

Planting Beans

Jack and the Beanstalk also exposes children to a range of opportunities for scientific learning and inquiry. To support the provocation of the story Stage Four were invited to make their own observations of plants and identify their different parts including; the roots, stem, leaves, seed, and petals. The children spent time discussing with the teachers and peers about the different parts and why they were important.

From this learning experience Stage Four used processes including; collaboration, inquiry, and creativity to demonstrate their knowledge of the different parts of the plants and how plants grow.

As an extension of our exploration of the parts of a plant Stage Four were invited to grow their own ‘beanstalk’. The children put soil in their own pot and planted some bean sprout seeds. Planting seeds enhances children fine motor development and teaches them responsibility through gently caring for the seedlings. Not only were the stage four children introduced to scientific concepts such as what plants need to survive and thrive, but they also developed their ability to follow a sequence of steps and develop their patience. After a few days the children were very excited to see their seed begin to germinate and grow into bean sprouts. In the coming weeks the children will continue to nurture their seedlings and watch them grow.

Magic Bean Number Writing!

Stage Four practiced their fine motor skills and number recognition through reading numbers and writing numbers with magic beans. With the support of their teachers the children worked on readings numbers from 0-20. Afterwards the children used magic beans to write and create representations of each of the numbers. This activity supported the children in developing recall skills in remembering numbers through hands on play. Additionally, the children focused on strengthening their hands to better support them when writing and drawing with pencils.

Stage 4: Magic Bean Planting



Stage 4: Magic Bean Number Writing



My Gym



Piano

By Mr Alan Tang

This week at piano lessons for Stage 3, 3/4 and 4 learnt the ducky song which featured in the Wiggles. It was a hard song which required control on the fourth (ring) finger. The students were encouraged to play fingers exercises for their left hand before trying the song. The finger exercises allowed the children to build stronger neural-connections between the brain and the weakest fingers we have is the ring and the pinky.

Stage 2 looked at the potatoes song which required counting to 4 when playing the same note. It helped them to build a sense of rhythms. Welcome to a number of new students across all stages, they had been introduced to the colours and the pattern of the keys this week. There were some amazingly well-behaved children this week.

The student of the week goes to Grace in stage 3/4. Looking for another exciting week next week :)



Yoga

By Ms Tatiane Fernandes

Namaste parents! Another lovely week at Reddam and it's been so much fun to see their progress so far. All stages are demonstrating confidence with our usual activities such as, Sun Dance, Om Dance and the Book Song and it's so delightful to hear when they share their home yoga experiences.

We began each class with some fun physical warm ups which promoted children enjoyment and build-up of stamina as it was dynamic and energetic. Circle the arms back and forward to be a Helicopter; be a washing machine and swing your upper body from side to side. Be a rag doll and bend your hips low then back up.

The topic of the week was about breathing. I introduced children the concept through the book *"Breath With Me"* by Mariam Gates. The story is about teaching children to use their own breathing "superpower" to feel strong, calm and happy. Each page after read, was practiced a breathing technic. For example, rainbow breathing, stand on your knees then extend right leg to the side and swipe the right arm up and down to paint a colour into the air as you breath in and as you breath out.

Next, as children enjoy surprises, I hide under their mats a love heart made with felt fabric which is easy to blow. I asked them to look for it and place it on their palms in front of their mouths to blow out and watch it flying into the air. We repeated it few times and we ended this activity with some positive affirmations. As we held the love heart in our hands we said words of kindness to ourselves, such as, "I love myself", "I am beautiful", "I am smart", "I am strong." It's wonderful to support children from early age to connect to their breath and help them learn to slow themselves down, mentally and physically.

We ended classes by lying down in Savasana/rest pose to enjoy some feathery face tickles. Remember to take some deep breaths on your weekend!



This week in drama we continued on our topic 'The Magic Carpet.' We began the lesson, as always, by sitting on the parachute and singing our hello song. Each week we go around the circle and, depending on which stage the children are in, I ask different things. In Stage 1, we name the colours of the parachute together and we play peek-a-boo. In Stage 2 and 3 each child tells me which colour they are sitting on. In Stage 4, they name the colour that they are sitting on and answer a question. This week's question was "what's your favourite dinosaur?"

To start our adventure, we had a discussion about last week's lesson. The children reminded me that we found a magic carpet in the Cave of Wonders AND it flies!! We pulled the magic carpet out of our backpacks, rolled it out and shook off the dust. I told the children that I knew a fantastic place to fly to: a dinosaur museum. Harper from Stage 3/4 enthusiastically said "the dinosaurs at the museum will be all bones!"

We flew around the room with our arms outstretched until we landed at the museum. For Stage 2 and 3, there was a special treasure hunt waiting for them at the museum. The children had to find the dinosaur fossils (footprints) that had been hidden around the room and bring them back to the circle. We are always working on using gentle hands and sharing. In Stage 2 we had a look at all the different types of footprints and in Stage 3, we matched them together. Well done Stage 3 on being so patient while waiting for a turn to match the footprints. I asked the children what dinosaurs they thought that the feet belonged to. In Stage 4, we played the same matching game but without the hunt.

Stage 4 then played a word association game. I allocated different sentences with different actions, "dinosaur in the pond," meant put your hands on the floor, and "dinosaur is hungry" meant put your hands on your tummy. We then played the game faster and I tried to trick the children! Well done Daniel and Alison.

After our mini fossil hunt, I asked Stage 2 and 3 to pretend to put on a pair of dinosaur feet and walk like a dinosaur. I then asked them to add dinosaur hands/claws, dinosaur teeth/roars, and dinosaur wings. Each child ended up with their own unique dinosaur moving about the room.

In Stage 3 and 4, after we created our own dinosaurs, I asked the children to line up against the wall and freeze like a dinosaur. I pretended to be the owner of the museum closing up for the night. I told the children that I was going to give them a quick clean and then head to bed. While I had my back turned, I told the children they could wiggle and change poses, but when I looked at them they had to freeze. I turned my back to "have a nap" and when I came back (turned around) I noticed that some of my dinosaurs had moved. I told the children "I must be seeing things, it's because I haven't eaten enough today!" I turned my back to have a snack. When I looked at them, they had moved again! I told them "there's no way that these dinosaur statues are moving, and to prove it I will leave this amazing chocolate cake with delicious icing on the floor and I'm sure that it will be here when I come back in the morning." Of course, when I came back, the cake had been eaten up and there were chocolate crumbs on the mouths of my dinosaur statues. I caught them out! They all came to life and showed me that they could move.

In Stage 1, we became stomping dinosaurs around the room. All the children couldn't stop smiling at my dinosaur roar. We had a visit from the mouse puppet. Well done to everyone on our adventure to the dinosaur museum. We rolled up our magic carpets and put them in our backpacks for next week. I wonder where we will go!

Drama

