



# REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM

ELS

28th May 2021

## Principal's Message

By Mrs Simone Cooke

Dear Parents,

As we know our children are always asking questions, "Why?", "What if?", "How?". They are curious investigators always keenly observing, experimenting, hypothesising and making deductions. In this way they are all natural scientists!

At Reddam, we believe that young children have the capacity to discover and absorb information from the time they are born, and our teachers are always seeking opportunities to inspire children to think and act as Scientists. From an early age we expose children to activities which allow them to experiment with cause and effect, classify, compare, solve problems and engage in hands-on investigation, which encourages children to ask important questions and share their knowledge with others. As you walk around our school you will often hear the teachers referring to STEM. For those of you who may not be familiar with this acronym, it stands for Science, Technology, Engineering and Maths, and is an important element in Early Childhood Education today, as society increasingly moves towards technologically based industries.

We know that young children are naturally curious and enjoy active exploration. Whether they are stacking blocks, building forts or comparing the heights of their sandpits, the early learning setting provides wonderful, open-ended opportunities for scientific discovery and hands-on learning inquiry and allows our children to test theories in everyday situations. In the water trough you will have seen them experimenting with floating and sinking, making water cycles in a bag, fizzing rainbows and rain clouds in a jar, concrete activities that require active participation, which above all else is FUN! Making positive associations between Maths and Science at an early age is an important step to encouraging a lifelong love of these subjects.

This is equally important when it comes to Engineering. Building sculptures from nuts and bolts, creating ramps and pathways, setting up preschool tinker trays and making snowflakes are just some of the exciting activities our teachers have set up this year to

## Principal's Message Continued...

encourage our children to design and construct. It is wonderful watching our young children build their intricate block buildings, experimenting with creating bridges and arches, only to find them fall down repeatedly, then watch as they work together to stabilise their constructions and rejoice together when they solve their problem! So many rich engineering experiences exist in the early childhood programme and as educators it is our responsibility to provide the resources, time and support to ensure that our children are thinking of solutions, testing these solutions, retesting and achieving the results they desire.

When it comes to Technology, it is too easy to assume that this requires iPads and computers, yet technology extends well beyond this into the processing of information and coding. We must remember that coding (computer programming) is a new form of literacy for our young children. This begins with sequencing and patterning activities, learning how to break information down into steps, learning directionality as the basis for robotics ie 'forward', 'back', 'spin' etc. It doesn't mean having to have extended period of screen time, instead it is about focusing on expanding children's processing skills. The children have loved their introduction into coding and have been engaged in some wonderful investigations with our Bee bot and Sphero robots.

Embedding STEM into our daily programmes ensures that we are creating a culture which places problem solving at the heart of all we do. We must resist the urge to solve our children's problems for them and instead challenge them to extend their thinking.





# Stage 1R

By Ms Amanda Felton

What amazing artists we have in 1R. The babies absolutely love sharing their creativity with us all and enjoy experimenting with the texture of the paint, pencils and crayons. They are always so enthusiastic about trying new activities and whilst they are still in the parallel play stage, they are already forming close bonds of friendship and experience much joy when they see their friends again each morning. Making strong connections with their teachers is particularly important as it provides them with a strong sense of belonging to the Reddam community. This week they have particularly enjoyed playing with their push and pull toys and exploring cause and effect as they scoot around on their ladybug scooters.

The children are loving their Music classes and we all give a big Hooray when we start our songs and experiment with our percussion instruments. What a great orchestra we make.

In my gym the Babies are putting their gross motor skills to great use. This week they were guided to do balancing hand-stands and walk between the cones to develop their sense of body movement and coordination. Everyone was so good, even though it was hard for some, they all enjoyed the activity. It is wonderful to see how much their confidence has grown since we first started my gym classes. Well done Babies it been another amazing week with you and we are very proud of everyone's effort.





# Stage 1R: Playing With Ladybug Scooters





# Stage 1E

By Ms Justine Heydra

*"They may forget what you said, but they will not forget how you made them feel."* - **Carl Buechner**

As the cold winter days approached, we left our Autumn breeze and falling leaves behind us for a much cooler winter wonderland experience in Stage 1E this week, as part of our Seasons Provocation. This week We transformed our dramatic play area into a magical winter wonderland where the children had the opportunity to play and explore different learning stations, ranging from natural resources and ice blue ice blocks, to our balloon igloo and winter animal play corner.

The children enjoyed all of the dramatic play activities and were especially excited to see our igloo. We discussed all the animals such as penguins, whales and seals and polar bears that live in the Antarctic areas. The children loved all the white balloons on the igloo and this led to a spontaneous winter wonderland bubble experience.

Our book focus this week was appropriately called "*Snowball fight*" which forms a part of the Peter Rabbit collection. This beautifully illustrated book followed the adventures of Peter, Lily and Benjamin as they challenge Peter's sisters, Flopsy and Mopsy to a snow-bunny-making competition. The children really enjoyed this story and loved pointing to the various characters, as we used our imaginations and emotions acting out different feelings and reactions of some of the characters.

Our "Let it snow- Frozen" sensory tub this week was a real hit. We created snow using corn flour and bi carbonate of Soda. The children absolutely loved this hands-on, textured sensory experience. They also thoroughly enjoyed the frozen themed castle and characters they got to play with in the snow. At one point throughout the week it looked like a large snowball fight had taken place, as we followed the snowy footprints around the room. What great fun we had as we explored the wonderful textures !

Our second sensory activity this week was snowballs in blue jelly, the children once again enjoyed the texture of the jelly and the experience created so much messy fun.

Our art experience involved watercolour paint and crushed ice. After painting on paper with the watercolour paint the children scooped up some crushed ice that we sprinkled on the page. Together we watched as the ice melted and formed beautiful patterns on the paper. The children further developed their vocabulary by expressing their thoughts on our art process, such as, "the ice is cold" and naming the different paint colours they chose.

Wishing you all a wonderful weekend!



# Stage 1E: Winter Wonderland





# Stage 1E: Melting Ice Art





# Stage 2R

By Ms Madeleine Grant

This week we continued our provocation on food and cooking, as well as bringing our focus to the members of our community closest to us, our families! This has coincided with the creation of our family photo display wall, which the children have been very excited about! Throughout the week they have been gathering to look at the photos and share with us what was happening when the photos were taken. We have heard so many stories about birthday parties, Christmases, family holidays, and trips to the park, and the children have loved showing each other where their picture is and who they are with.

To link with the provocation we used group times and dramatic play activities to encourage the children to think about the role of food in their lives. Food is so important in our lives, and contributes so much to the holistic development of children. Practicing healthy eating habits early on gives children a head start in their physical development. Meal times are often times of coming together in our social groups, most frequently with our family or as a class, and foster a sense of belonging. Involving children in the process of cooking helps with their cognitive and social development, and gives them a sense of achievement as their work comes together to make a meal.

Over the week we have been observing the children as they play with our kitchen set and the pretend foods. As they played, we asked them for their thoughts on food and cooking; who does the cooking in their households, why it is important to eat healthy foods, and what their favourite foods were. Their answers show the many wonderful ways their little minds approach the questions, and display their growing confidence as they attempt more and more complex sentences.

"I like to eat apple," said Alexandra.

"I do cooking, I spin the spoon and make food," said Chelsea.

"Mummy cooks eggs and Ollie eats bubbles," said Charlie.

"Mummy gives me banana and mama cooks me my dinner," said Claire.

"My favourite food is fruit," said Evan.

"Pizza and nana," said Henry R.

"I like carrots and food and purple," said Jasper.

"I like eating fish and chips and calamari and carrots," said Thomas.

Over the weeks we will continue to give the children opportunities to further develop their language and speaking skills, using the family photos as a prompt. If you haven't sent in your photo please email it to [madeleine.grant@reddamels.com](mailto:madeleine.grant@reddamels.com) as soon as possible so we can add you to our family display!



## Stage 2R: Dramatic Food Play





## Stage 2R: Dramatic Food Play





# Stage 2/3

By Ms Gabriela Alvarez

As we continued our journey through the fantastic timeline of man on Earth, we arrived in the Early Civilisations and enjoyed our adventures with the early Romans & Greeks. Working from the past, we understand how people and societies functioned. All of course explained in simple terms which our young children can relate to.

In our group time, we explain the vocabulary and the difference & similarities between these two ancient civilisations. We shared with them the fantastic architecture of both civilisations for Greeks the Parthenon, Romans the Colosseum, the Amphitheatre and aqueducts, later we looked at the different art expression Romans with mosaics and Greeks with Vases. We talked about the clothing worn such as the Toga for the Romans, Tunics for Greeks. We discussed how they both used coins as money and had entertainment as part of society. Romans had the Gladiators, and the Greeks had the theatre & Drama. The most exciting of all for the children were the soldiers. They were immensely intrigued about the helmets, shields and armour. Later we compare things that these ancient societies had that we still use nowadays, one of the best examples was the Coins. We also compare the Alphabets, and we talked about the Olympic and how this is still an event that we do nowadays.

These fantastic societies inspired our Provocations; first, we started with the Greeks, where the children with the assistance of wooden popsicles became engineers and were able to build different shapes trying to mimic the Parthenon. Later we moved to our Greek vases, where the children worked in the atelier and each child draw their own unique Greek vase inspired by our visual books. To end our Greek exploration we also used dramatic play where the children looking in the mirror could use different masks such as the Greeks gods and mythology characters. On our Roman exploration, we learn how to make mosaics, using different squares to make a picture and also pretended to be a soldier using a helmet and dramatizing with the provocation characters. These comparisons of these two ancient societies provide the children with examples of the many ways identities and culture were formed and are recognised and expressed.

## Did you know?

The basic ideas of a well-rounded, holistic, or humanistic approach to education can be traced back to ancient Greece and its philosophers. Plato (428-348 B.C.) organised the first rudimentary 'school' when he organised his famous Academy. The Academy was a gathering place, set amongst a grove of trees, where people would come to lecture, discuss, and learn. In his Utopian The Republic, Plato advised that nurseries be established in the community, with a curriculum full of games, music, drama, and storytelling to reinforce the values children should learn to become 'good' citizens in a productive society. Plato believed all children were born with a defined amount of knowledge and that education served to 'remind' them of this inherent understanding of the world and help them use it in their everyday lives.



# Stage 2/3: Greek Vases & Creating Parthenon





## Stage 2/3: Roman Warriors & Mosaics





# Stage 3

By Ms Emily Chacon

*"The whole of life is coming to terms with yourself and the natural world. Why are you here? How do you fit in? What's it all about?" - Sir David Attenborough*

We embarked on a journey through the seasons this week, summer, autumn, winter & spring! Learning about the seasons helps children understand the passage of time and teaches them about change. While some seasonal changes are more obvious, like changes in the weather, there are many important subtle differences related to each season, like changes in the type of food that is available.

The advent of spring, summer, autumn and winter brings with it its own unique natural characteristic. In our group time, we explained the 4 seasons and played a game of matching the items and weather to the season. Gloves for winter and ice-cream for summer, although many of the children agreed that ice-cream can be enjoyed any time of year!

Each morning, before going outside, we checked our weather map to check the temperature and weather. One of the best ways of helping the children get an idea of the changes in seasons was to get outdoors and explore. As we have just come to the end of autumn there was excitement of crunching through the orange and red leaves. To assist the children in understanding the difference in the changeling leaves, we encouraged a new art form, instead of drawing on paper the children drew on the leaves!

On each table represented a season, our springtime perfume station was a hit as the children used different shaped and sized cups and spray bottles.

Summer ice cream station engaged the children in a fun science experience. Using droppers, the children dropped water onto coloured ice cream scoops (bath bombs). It was fun watching them fizz and break down!

Our Winter wonderland station was great as the children squished and pressed the penguins into the fluffy snow.

Through literacy the children have begun to phonetically sing the alphabet. This is an important stepping stone as evidence demonstrates the importance of phonics for literacy teaching, particularly in the early years of learning. When educators introduce children to sound-letter patterns through engaging emergent literacy experiences, it makes the transition to early reading and spelling much smoother.



## Stage 3: Exploring The Seasons





## Stage 3: Exploring The Seasons





## Stage 3/4

By Ms Riina Andrew

To complete our provocation, we enjoyed a story called 'Tom Tom' by Rosemary Sullivan and Dee Huxley. This story is about an Aboriginal boy named Tom and his life as a pre-school aged child. Our class could relate to this story as they are all of a similar age and enjoy going to pre-school and the activities that they engage in. Tom likes drawing, just like us, playdough making, just like us and telling stories, again just like us! Tom also likes to make damper so we decided to try our hand at making some as well. Using a recipe (which introduced the children to measurements and following instructions) we kneaded and moulded the dough into damper balls. The damper balls were then cooked and we enjoyed eating our damper at morning tea time. The children seemed pleased with the outcome of the experience and could not wait until the damper was ready to eat.

Taking the above story one step further, we engaged in a drawing activity, where the children had the opportunity to draw their favourite part of pre-school. Together we discussed Tom's favourite activities at school and then discussed our own. Putting marker to paper, each child created their own masterpiece, first using a thin black marker to draw the basis of their artwork. We then coloured in our own creation with markers to complete the activity.

Finishing off the week, we revisited the Music and Movement experience. The children requested that we use tapping sticks and listen to Aboriginal music and song again. This seemed to be the most enjoyable part of the provocation as we interacted with each other and tried our best to keep time to the music and follow the beat!

We have all enjoyed this provocation and cannot wait until next week to start learning about another exciting topic!



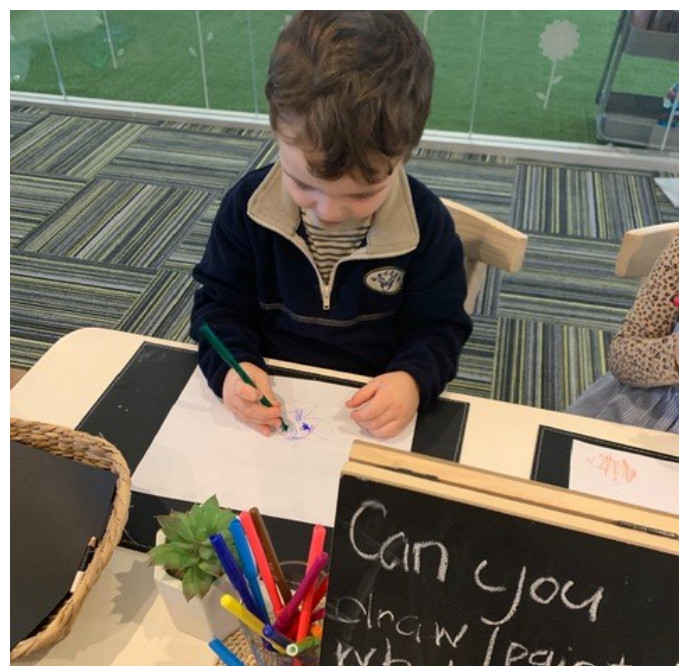


## Stage 3/4: Making Damper





## Stage 3/4: Favourite Things To Do At School & Tapping Sticks





# Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

We can not believe we are halfway through the school term already. We have done so much this term and challenged the children's minds that has seen learning happening each and everyday. Every child this term so far has surprised all the Stage Four teachers with their thinking and creative skills. We had another week being little scientists. This time we looked at chemical reactions. According to the children this means we could make things explode..... not quite. But we have participated in some amazing, hands-on experiments.

Our favourite experiment was 'Elephant Toothpaste' the best thing about this experiment is that we all had our own predictions on what we thought was going to happen and the majority of the children said it would 'Explode' but unfortunately it didn't turn out how we expected and we explained to the children that, that's ok! As not all experiments go to plan. We plan on doing it again to see if we can get a better result.

Please note: If you do try this experiment at home we do recommend full supervision.

We looked at other chemical reactions such as mixing bi carb soda with vinegar and milk, food colouring and detergent. Both of these experiences have an instant result so it made it more interesting for the children to see the outcome. These are easy activities that you can do at home with your children.

## Scientist Dom

As we are into the science part of our unit, we were very fortunate to have Alex K's dad, Dom, come in and talk to us about his job. Did you know he is a scientist that works on the human body? How amazing is that? It was very interesting to hear what he had to say about his job and the children had LOTS of questions. Dom brought in some of the equipment that he uses in the labs to show us, he also showed us how mini experiments take place.

We do want to thank Dom for taking the time out of his day to come and speak to us, we really appreciate it.

It is safe to say almost every child in the room now wants to be a scientist when they grow up!

## House Keeping

Toys: We have noticed children are bringing in toys to school. We ask that you don't allow your children to do so, we have had a few toys get broken and go missing over the last few weeks and unfortunately the teachers will not be taking responsibility if they break or go missing. It is also very distracting when the children are trying to learn.

Clothing: It is starting to get a lot cooler as we move into winter, we ask that you please pack appropriate clothing for your children. We have noticed a lot of children not coming to school with jumpers and in the afternoons it has been getting cooler and they are telling us that they are cold.



# Stage 4: Exploring Science





# Stage 4: Science Experiments





# Stage 4

By Ms Maddie Criss and Ms Sarah Ross

## ***“Run, run as fast as you can you can't catch me I'm the Gingerbread Man!”***

This week Stage 4 went on a race to catch the 'Gingerbread Man' as they spent time engaging in imaginative role play of baking and decorating gingerbread, acting out characters from the story, and planning ways in which to catch the 'Gingerbread Man' themselves. Some of the children's responses included;

- “I would drive a race car,” said Rian.
- “I would make friends with the fox,” said Isaac L.
- “I would use a fishing hook,” said Isobel.
- “I would use a machine with ropes,” said Bella.
- “I would use a net,” said Isola.
- “I would run really fast,” said Tahlia.
- “I would drive a race car,” said Vernon.
- “I would chase him,” said Ryan.
- “I would use a hook,” said Amelia.

After our discussion about how to catch the 'Gingerbread Man' the children drew pictures of their ideas and with support from their teachers they also wrote their ideas using pencil.

### **Numeracy**

In numeracy this week the children were provided with plain cardboard gingerbread men with numbers on them. The children were asked to read the numerals and then calculate how many beads they would need to decorate the man with. The children then used beads and counters to count out the amount they needed to decorate their gingerbread man. From this experience Stage Four learnt about the concept of one to one correspondence which is the ability to recognise that a number represents a quantity. As the children engaged in the lesson, they were able to visually see the differences in amounts and relate them to each number up to 20.

### **Creative Arts**

In the story of the 'Gingerbread Man' the little old lady and man worked as a team to create the gingerbread man. Working collaboratively is an important skill that is used throughout our lives and at Reddam we believe it is important to help foster and develop this skill. To support the development of this skill the children engaged in a collaborative collage mixed media art piece in the shape of a gingerbread man. The children developed the collaborative and creative skills through engaging with a wide variety of different art tools including; pencils, crayons, scissors, glue, paint and brushes. As the children created we encouraged them to share, and work cooperatively. The children engaged in many discussions about their favourite parts of the 'Gingerbread Man' story.

### **Gingerbread Man Baking with Chef Caleb**

Many of the children had a great interest in how gingerbread is made and asked many questions during the reading of the story. To extend upon this interest next week the children are inviting Chef Caleb into our classroom for a lesson on how to cook gingerbread. All the children are so excited to participate in a hands on cooking lesson where they will measure and combine ingredients to create a dough. Next the children will roll out the dough and cut it into the shape of a gingerbread man. The process of cooking teaches about the importance of sequencing events and how ingredients are used to create all the foods they love.

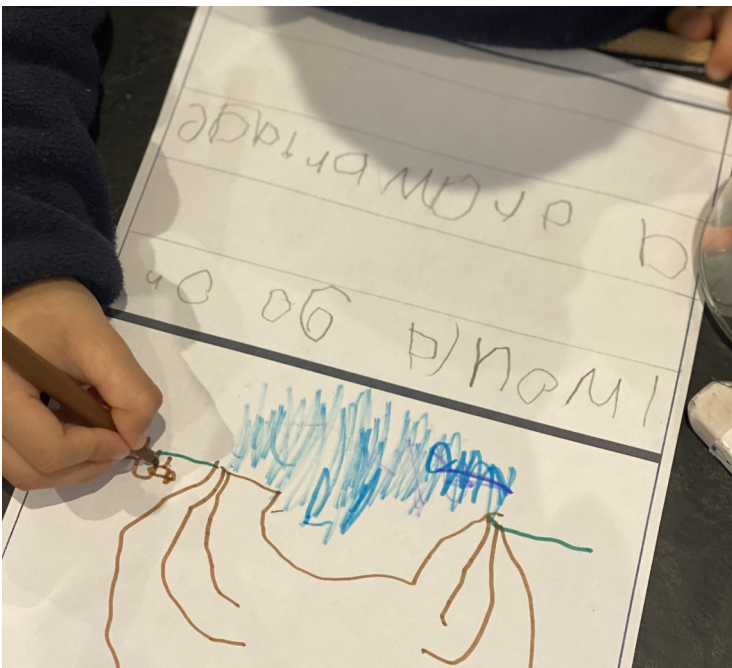
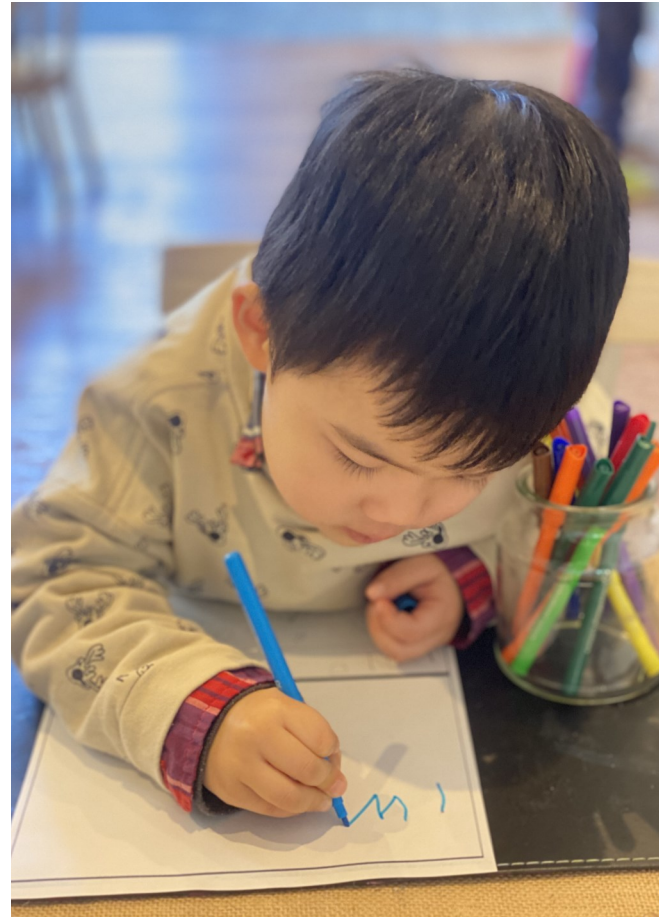


# Stage 4: Creating Gingerbread Man





# Stage 4: Creative Writing Catching Gingerbread Man





# My Gym





# Piano

By Mr Alan Tang

This week was an exciting week at Reddam. Stage 4 and 3 learnt a popular children's song "Baby Shark" with most of the children being able to play it by themselves by the end of the lesson. I had simplified the fingering for some students who struggled with their correlation of the ring finger to build up their confidence with their musical ability and allow them to enjoy playing simple melodies. Stage 2 looked at the first part of "Mary had a little lamb" and also finger exercises. Stage 1 was extremely well behaved and curious when they were listening to their weekly performance. A number of children were walking closer to the keyboard to try to experience it with their own fingers and to explore and press the instrument to see what it was capable of. It was a wonderful week with lots of positive learning vibes at Reddam.





# Yoga

By Ms Tatiane Fernandes

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 continued on our topic 'The Magic Carpet.' This week's prompt question for Stage Four was "if you found a new island, what would you call it?" There were lots of great suggestions like "Animal Island", "Dinosaur Island" and "Lolly Island". We didn't go under the parachute this week and I told the children that we were going to use the parachute at the end of our lesson for a little surprise!

To start our adventure this week, the children began by sleeping in their igloo where we left off last week. We unrolled our carpets and flew through the sky and landed on a long boat. I showed the children a picture of a long boat from Viking times. In Stage 3 and 4 we became one long line, holding the shoulders of the person in front of us, and sailed through the seas looking for an island. In Stage 2, we sailed in our individual boats. Well done Riley, Joy, Rada. Harper and Joseph on your creative miming!

We eventually found an island and mimed hopping of our boats and exploring. We played a game with music to explore the island, just like a game the Vikings used to play. When the music played the children ran on the spot and when the music stopped, they had to bop down.

After exploring the island, I showed the children some pictures of the Vikings that lived there. We saw pictures of farmers, warriors and royals. We decided we needed to make a campfire and somewhere to stay for the night on the island. The children collected imaginary sticks and brought them back to the circle. We used our fingers to create a fire. In the pictures, we saw that the Vikings collected wheat and liked to make bread. Stage Three did very well at miming making bread and cooking it over the fire. We searched in our backpacks and found that we had packed marshmallows (how lucky)! We cooked some over the fire and mimed a yummy face when we ate them.

It was time for the parachute surprise! We unrolled the parachute and lifted it up to make our tent. The children hid underneath and pretended to sleep. We heard a sound from outside and came to sit on top of the parachute. The noise was an owl! The owl told us that, while flying over the world, she saw something in Egypt! One of the pyramids had fallen over. The owl knew that we had magic carpets and asked us if we would fly to the pyramid and help rebuild it next week. Of course, we said yes!! Next week we are going to fix the pyramid.

In the Babies and the Nest this week we began by singing Old MacDonald. We sang about pigs, cows and sheep. Well done the Stage One on pointing to your nose each time we oinked! We then had a look at a picture of a tractor and became tractors around the room and garden. Well done Daniella and Alexander for using your arms to show the wheels of the tractor We finished by shaking the parachute.



# Drama

