



REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM
ELS

4th June 2021

Principal's Message

By Mrs Simone Cooke

Dear Families,

This week we celebrate National Reconciliation week across our school. This runs from the 27 May to 3 June each year and is an opportunity for us to build respectful relationships with Aboriginal and Torres Strait Islander people and reflect upon our shared histories, cultures and achievements. The theme for 2021 is "More than a word: Reconciliation takes action".

Offering an inclusive environment for our children ensures that we are adaptive and respectful to the diverse cultural backgrounds of our society. This includes building an awareness of Aboriginal and Torres Strait Islander people who have occupied and cared for this continent for over 65,000 years. As part of embedding Indigenous perspectives into all elements of our curriculum, on an ongoing basis, the teachers include many opportunities for children to deepen their understanding of Aboriginal Culture, by including acknowledgement of country, inviting children to join in yarning circles, sharing dreamtime stories and oral traditions and discussing bush tucker gardens and Indigenous art and music which broadens their understanding of local Indigenous culture.

By building our children's understanding of the deep connection and spiritual sense of belonging and identity First Nations people have to the land, we encourage an exchange that allows them to understand Indigenous ways of 'knowing, being and doing' , There is no doubt that the early years environment plays a critical role in providing children with a balanced representation of diversity, so that all children can develop positive social and cultural identities (Miller, 2010)

From a very early age children develop strong connections to family, community, culture and place, and the attitudes and values of teachers play a significant role in developing children's own sense of inclusiveness. When children are connected to their world they learn new ways of 'being" which broadens their understanding of the world

Principal's Message Continued...

in which they live (DEEWR, 2009). By starting conversations with young children that reflects the diverse world in which we live we start the children on their own personal journey to look at respectful ways they include all members of their community in respectful ways.

Have a lovely weekend!



Stage 1R

By Ms Amanda Felton

What a wonderful week we had in 1R. It is wonderful to see how settled our little ones are and to watch as they build and develop their friendships and seek out playmates. At this stage of their development our little ones are still in the parallel stage of play. This means that rather than interacting in play and attempting to influence each other's behaviour, the children play side by side but are interested in what others are doing.

Play offers young children important opportunities to make sense of the world around them. Providing children with control over their actions and learning builds autonomy, confidence and self esteem. Play also plays an important role in self-regulation and builds language and collaboration skills from an early age.

Play is an essential part of a young child's day and we ensure that we make times in our routine for free exploration so that they have a lovely balance between both structured and spontaneous learning opportunities.

This week we continued to introduce our children to their Music and My Gym classes. They are very responsive to these classes and are enjoying the opportunity to build their gross motor, balancing and rolling skills.

Have a wonderful weekend.



Stage 1R: Exploring The Colour Green



Stage 1R: Playing With Friends



Stage 1E

By Ms Justine Heydra

This week in Stage 1E we continued our Winter Wonderland provocation. The children were mesmerised by all the sensory activities that they saw when they arrived in our classroom.

The most loved activity for all the children was our exciting snow foam tuff tray activity. Shaving cream is one of my favourite sensory play materials. Little fingers love to squish it and spread it around. The shaving cream also has a pleasant smell, so the activity involved more than one sense. The children enjoyed manipulating the shaving cream by itself and this was a great and fun experience. They also loved squishing it through their fingers and trying to clean off the excess from their hands. We also added some sparkling glitter and foam balls to further engage and encourage investigative play. The early learning framework outcomes developed during this activity was Outcome 4 that Children are confident and involved learners. 4.4 Children resource their own learning through connecting with people, places, technologies and natural processed materials.

Our other sensory activities were penguins in snow and ice blue play dough with recyclable and natural resources. The children enjoyed both these activities and worked on their fine motor skill development. We also discussed our winter season jar and drew comparisons in the colours to the play dough and recyclables used.

Our literacy focus this week was a story time sparkles book called "*Penguin learns to cheep.*" This book had a lovely story focused on how to overcome certain difficulties in everyday life.

The children have also enjoyed some imaginative and role play this week. Many of them are starting to form close friendships with one another. Through play and their interactions with one another the children are developing their language, social, emotional and cognitive skills.

Many children have formed really great bonds with one another and it is so beautiful to see how excited they get when their friends arrive at school. Some even running up to their friend and giving them a cuddle. Creating and building friendships creates a sense of belonging and security, friendships also contribute to social skills such as being sensitive to another's feelings, learning the rules of conversation and age appropriate behaviour.

Stage 1E: Exploring Winter



Stage 1E: Being, Becoming & Belonging



Stage 2R

By Ms Madeleine Grant

This week we continued our topic of food by looking at healthy eating and fruit! As a class we love reading *"The Very Hungry Caterpillar"* by Eric Carle, which is a wonderful teaching resource as it presents so many learning opportunities such as introductory counting and sorting, learning the days of the week, a look into life cycles, and the importance of healthy eating habits.

During group times we used the story to springboard into discussions on our favourite foods, which encouraged the children to speak in a comfortable and relaxed setting about familiar topics.

To tie this topic into our art activity we cut up some pieces of fruit and dipped them in watercolour paints to create fruit stamps! They first identified the fruits and chose the corresponding colour; red apple, green pear, yellow lemon, orange mandarin and purple grapes. They pressed the fruit onto the page to allow the ink to transfer and leave colourful fruit-shaped prints, resulting in a vibrant fruit salad artwork!

We transitioned into our next topic by talking about where our food comes from! Over the year many children have shared stories of family getaways to the countryside. Visiting farms and orchards, seeing the animals and picking fruits. In group times we love singing *"Old MacDonalD,"* and have begun incorporating sign language into the routine as we name the animals on the farm!

The children loved the farm inspired set up, with sensory bins of green lentils and a variety of farmyard animals. We left the activity open ended, which allowed us to observe the different ways each approached the task. Some immediately began collecting the animals, sorting them by size or species, lining them up or even stacking them on top of each other! Some preferred a dramatic and role play based approach, either by themselves or with a friend, channelling their interactions through the voices of their animals!

Next week we will be continuing our farm theme, exploring the importance of farming in providing food to the wider community!



Stage 2R: Fruit Stamping



Stage 2R: Fruit Stamping



Stage 2R: Farm Sensory Play



Stage 2/3

By Ms Gabriela Alvarez

The concept of Royalty is centuries old. It originated in Medieval Europe, under people that were very powerful landowners who acquired large amounts of territory through military force or purchase. These landowners became high-ranking lords, and one of them was crowned king. Powerful as they were, these Lords controlled too much territory to manage on their own. A Royal Family is the immediate family of Kings & Queens, or Sultans & Sultanas, and sometimes their extended family. We learnt lots of new words such as Emperor, Empress, Count, Countess, Lords, Ladies, Prince and Princess and of course Kings and Queens.

In our provocations, we started with a High Tea where the children explore different identities and points of view in dramatic play. They used their table manners, asking for more tea, please, and thank you. They cheered and enjoyed the pretend delicious macaroons. Later they use their construction skills to build a castle, and they were able to manipulate the blocks to take apart, assemble, invent and construct. As we build a Castle for the princess after they hair styled the princess, we provide a wide range of resources like clips, hair ties, clips, curlers to resource children's fine and gross motor skills and explore aspects of identity through this role play.

Finally, the children are aware that Queens and Kings have crowns, so we counted the gems on our light table and they used their language to communicate thinking about quantities to describe attributes of objects and explain mathematical ideas, when constructing crowns

As this subject has so many stories for our group time we focused on the fantastic adventures of Princess, Prince, Queens & Kings. We read through *'The Barefoot King'*, *'The Paper Bag Princess'*, *'Rex and the Crown jewels Robbery'*, *'His Royal Tinliness'*. All these stories provide children with a unique vocabulary also the different and exciting Royalities around the world.

As children during the week were thrilled by pretending to be Queens and Kings in our Dramatic space on the stage, it was an excellent opportunity to do some Royal Portraits in our art atelier. After all of this adventure, we look forward to myths and magic waiting for use through our time machine in the weeks to come.



Stage 2/3: Building Castle & Counting Gems



Stage 2/3: High Tea & Hairstyling For Princesses



Stage 3

By Ms Emily Chacon

“Young people - they care. They know that this is the world that they're going to grow up in, that they're going to spend the rest of their lives in. But, I think it's more idealistic than that. They actually believe that humanity, human species, has no right to destroy and despoil regardless.” Sir David Attenborough

Observing and caring for an animal instils a sense of responsibility and respect for life. Throughout the week the children learnt about the importance of animal habitats and what characteristics that was needed.

Once the children were able to identify the meaning of habitat; a habitat meets all the environmental conditions an organism needs to survive. For an animal, that means everything it needs to find and gather food, and life happily. For a plant, a good habitat must provide the right combination of light, air, water, and soil.

Classifying is a wonderful activity, using our mind map we created different habitat headings and began placing different animals within. This experience encouraged the children to talk to each other. They were silly about placing the zebra and the lion in under the sea and the seal in the African Savannah with the elephant. Being silly together builds bonds and we want to build those bonds and feelings of belonging. It was social and they weren't just building classifying skills by looking at the animals and thinking about the habitats they were building social and language skills too.

As a class we tallied up our votes and decided to create an ocean habitat. The children worked together in discussing and choosing the materials needed and got to work painting and sticking. Once completed the children then gathered all the animals and began to role play.

Role play is an effective way for children to make sense of the world around them. It allows children to act out and make sense of real life situations, as well as develop social skills and ability to express their ideas and feelings.



Stage 3: Exploring The Seasons



Stage 3: Exploring The Seasons



Stage 3/4

By Ms Riina Andrew

Thank you for all the wonderful news items that the children have been presenting to the class over the past week. I can see great progression of expressive and receptive language skills in all involved as each child has the opportunity to share a special item with the group.

The children began showing an interest in dinosaurs both through their discussions and their play time together. We talked about the word prehistoric and the children expressed their prior dinosaur knowledge through group discussion. This was a great way to gauge the children's initial understanding and was helpful in planning our program over the course of the next few weeks of term.

Our group discussions then led into the topic of carnivores and herbivores. Most of the children already displayed some prior knowledge of this subject but were eager to learn more. Together we created a list of dinosaurs that were carnivores and a list of dinosaurs that were herbivores. To foster this topic further, we used picture cards to group into categories of diet and physical attributes, such as, tail length, neck length and teeth size!

We also explored the physical attributes of dinosaurs using dinosaur figures. We used our visual skills to explain and categorise each dinosaur as well. We then created our own dinosaur landscape using leaves, grass, sticks and other natural items that we found in the playground to create our very own dinosaur world.

To finish off the week, the children also had the opportunity to play a dinosaur matching game. Using dice, we each rolled a dinosaur picture, matched it to the actual dinosaur figures and placed it on our individual mats. The first person to fill their mat with the correct dinosaurs was the winner. It was an activity that the children wished to revisit over and over again during the week.



Stage 3/4: Dinosaurs Exploration



Stage 3/4: Dinosaur Exploration



Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

STEM

Children continue on with their discussions and learning about STEM. So far, they have used their cognitive skills to learn about technology and science, showing great initiative to ask questions in order to discover answers. This week we began our engineering component of STEM.

Engineering

Engineering draws on all of the STEM fields and applies them to solve problems and to create innovative devices, structures, and software applications. This week the children engaged in a variety of experiences that allowed them to problem-solve, explore, discover, design, work as a team and develop many more skills. By playing with these activities on offer, children are given plenty of opportunities to build, using their instincts and learning from what does and does not work. Above all, activities that encourage children to test their engineering abilities can teach pre-schoolers that tools help people to do things, an incredibly important lesson to grasp at this developmental stage. Learning how to collaborate and share ideas productively is an ongoing life skill and one that should start as young as possible. Furthermore, young children can develop empathy and compassion for others during class engineering projects that involve discussions being part of a team.

Drawing & Labelling

This week children were invited to create their own drawing piece using a lead pencil and images of various forms of transport as a visual stimulus. The children were asked what form of transport they wished to create before using their concentration skills, and their fine-motor skills. Once their artwork was created the children were asked to label each piece of that transport such as the wings, door, smoke etc. This activity allowed the children to not only practise their tripod grip but develop a greater understanding of letter and sound recognition and as well letter formation and word structure.

Working As A Team

Over the past week the children have had the opportunity to work as a team in order to construct building, mazes and other structures. When building a structure out of blocks pre-schoolers must work together to make sure their tower is the tallest, encouraging spatial awareness and clear communication. Teachers were able to facilitate appropriate language and communication skills as the children collaborated together to construct what they wanted. During group time discussions teachers informed the children that before any engineering work takes place it is important that they have a design in mind before they move forward with the building process. Teachers asked the children to first imagine before planning and designing then onto to the creation process. We then finished off with reflection on where we can improve and if it did or did not work. This process allows children to use their thinking skills before showing creativity and imagination. Great job Stage 4!

Stage 4: Exploring Science



Stage 4: Science Experiments



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

"*The Little Mermaid*" is a fairy tale that teaches us lessons about never giving up on our dreams, no matter how big or small. This week our room was filled with pirates, mermaids and all types of marine life!

After a discussion regarding Ariel's special treasures, Stage Four children were invited to write about their own greatest treasures. As a class we discussed what we consider a treasure to be and if the treasure needed to be a tangible object. We had so many fun and interesting comments!

Meera; "My mum's kisses"
Bella; "My soft bunny toy"
Harvey; "Golf"
Sofia; "A big hug"
Alice; "My Barbie"
Mason; "My chocolate trophy"

After the children wrote about their treasure, we had a class discussion about how we could make the paper look rustic. We decided to dye the paper with tea and then the children sat in a large circle outside whilst Miss Maddie burnt the edges of each child's writing work. As we were burning the paper, we engaged in many discussions regarding fire safety and how to appropriately behave around hot objects.

Many of the Stage Four children had the opportunity to explore a variety of shells this week. The children discussed the different textures, shapes, colours and patterns of the shells and many of the children then asked to draw their own representation of what their perfect shell would look like. The children shared what animals would live inside their shells and where these shells would be found. The children also used the shells to explore the one-to-one correspondence principle. Our Stage Four children are recognising that numbers represent quantity as they gain experience adding and subtracting objects.

Note;

We have been provided with the opportunity to take our wonderful Stage Four children on excursions to Newlands Park which is approximately ten minutes from school. We will have a 1:5 staff to child ratio and strict supervision in place at all times. If you have not yet received a permission form, please collect one from Miss Maddie or Miss Sarah. Our excursions are optional so if you do not want your child to participate, please advise us as soon as possible.

Stage 4: The Little Mermaid - Dramatic Play



Stage 4: Exploring Creatures Under the Sea



My Gym



Piano

By Mr Alan Tang

This week was an extremely productive week at keyboard lessons. Stage 4 revised on "Baby Shark" with a number of slightly advanced children accompanying the melody line with a simple left hand chord with their left hand. Almost all the children could play "Baby Shark" in this age group which was exciting. Stage 3 and 3/4 also learnt "Baby Shark", it was a great simple melody line that was easily achievable with all the correct fingerings. It was great for motor skills and built up confidence in the children. Stage 2 were still working on the "Potato Song" and simple finger exercise due to their young age. I would like to build up a strong foundation with all the right techniques and strengthen the correlation of the right hand before we can move on to other songs or exercises. Stage 1 once again enjoyed their weekly piano concert. Thank you very much for this week and the children were doing really well at Reddam ELS.



Yoga

By Ms Tatiane Fernandes



This week in drama we had our final lesson on our topic 'The Magic Carpet'. This week's prompt question for both Stage 3 and 4 was "What is the first letter of your name?" I was so impressed at how many students knew their first letter.

To start this week, the children began by sleeping in their tents on Viking Island. We recalled that the owl had told us they need our help in Egypt, so we unrolled our carpets and flew through the sky to Egypt. I told Stage 3 and 4 that I had forgotten what the pyramids looked like and asked them to make the shape with their bodies. In Stage 2, they copied my pyramid pose. I told the children that the blocks needed to rebuild the pyramid were very heavy and asked them to show me their muscles. In Stage 4 we have started to talk about mime: using our actions and not our words. I asked the children to mime picking up a heavy block and carrying it over to the broken pyramid. There were lots of convincing heavy faces and body positions.

After fixing the broken pyramid, we noticed that one of the other pyramids was open! We decided to go inside but didn't know what to expect. We started by sneaking, and then came across a whole series of booby-traps. We had to crawl through the tunnel, jump over the lava, tiptoe on the narrow pathway, and walk backward to the final opening.

When we got to the main part of the pyramid, we sat down and had a look at some hieroglyphs. Stage 3 sang the alphabet song with me, and then we noticed that the Egyptians used pictures instead of letters for their alphabet! I tried to sing the alphabet saying the names of the pictures instead of the letters. This caused a lot of giggles!! In Stage 2 and 3, we made the shapes of some of the hieroglyphs with our bodies. Then, in Stage 3 and 4, we had to decipher a message. I asked the children to find certain pictures on the hieroglyph chart, and in Stage 4 asked them to write the letters underneath the pictures. We saw that the secret message said, "Look Out!" We were so scared by the message that we ran out of the pyramid!

Once we were out safely, I told the children about the mummies that may have been in the pyramid. I asked the children in Stage 3 and 4 to line up along the wall and show me a mummy pose. I had to explain that this wasn't like Mummy at home!! We then played a stop/start game, played in the same way as red-light green light. I told the children that they had to mime, and I encouraged light feet. I told them that I would face away, but if I heard any noise I would turn around. When I was looking at them, they had to freeze. If they didn't make any noise, I wouldn't turn around and they could "get me". The children did very well at sneaking up on me. When they tipped me, I chased them back to the starting line.

At the end of our lesson, we rolled up our magic carpets for the last time. Now that we were back home safely, we locked our carpets away so that they could recharge with magic. After all, we had been flying them for 5 weeks!! Next week we start on a new theme. Well done to everyone on an amazing 5 weeks on the magic carpet.

In the Nest and the Fledglings this week we began by singing Hickory Hickory Dock. We sang about the mouse and made sure to tick tock with our heads at the end of the song. I'm impressed with how much more movement Stage 1 have! We love to play peekaboo underneath the parachute. We finished by having a visit from the mouse, who also loves to play peekaboo. Special mention to Sammy, Dominique, JP, Hannah and Mavis this week.

Drama

