



REDDAM

ELS

11th June 2021

REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER

Principal's Message

By Mrs Simone Cooke

Dear Parents,

From an early age our children are experimenting with cause and effect, problem solving and questioning how the world works. This involves exploring, making predictions and generalisations and learning through hands-on -discovery. Providing children with concrete sensory exploration offers children tangible ways to manipulate materials and make sense of the world around them,

Before children are introduced to abstract concepts such as flashcards, alphabet or number charts or addition and subtraction, it is essential that they are exposed to concrete hands-on exploration of materials as this helps them to better understand the concept they are introduced to. You will notice in each of our provocation activities that the teachers include many sensory activities that encourages the children to explore through sight, touch, smell and feel, in order that they have a multi-sensory understanding of all elements and concepts.

Research shows a vast array of benefits by offering children opportunities to practice through active engagement, they retain more information, develop greater critical thinking skills and are more readily able to apply their real world experience to abstract concepts as they grow and develop.

Offering rich sensory activities helps the brain to make connections and explore different textures, which in turn encourages 'scientific thinking' and problem solving. As we know the most powerful memories that we have will be linked to engaging the senses, the sound and warmth of a crackling open fire or the smell of a ripe mango at Christmas time will provoke images and flashbacks in our brains that will remind us of a familiar or special time. It is this stimulation of the senses that we draw upon through sensory play, ensuring that our children are building nerve connections in the brains pathways that will support their cognitive growth and language skills, whilst at the same time allowing them to work with others to solve a problem, socialise, ask and solve questions,

Principal's Message Continued...

with their active participation ensuring that these new concepts and experiences are firmly understood.

Language development is also extended through sensory play and children are encouraged to talk about and describe the experiences they are feeling. This introduces a whole new vocabulary such as squishy, solid, smooth etc allowing children to better articulate what they are experiencing. By experimenting with different objects children begin to find solutions to problems and offer solutions to their questions such as how do plants grow? How is ice made? Or How is a rainbow created?

Please be aware that this coming **Monday 14th June is a Public Holiday** for the Queen's Birthday and Reddam will be closed on this day.

Enjoy your long weekend break.



Stage 1R

By Ms Amanda Felton

It's music in the air...with lots of shaking of the musical instruments and smiles from each of the Babies who have really immersed themselves into the rhythm of playing music their way. Also our wonderful Reddam music teacher who comes every week has really had a positive effects on the Babies as they explore and develop their appreciation for both spontaneous as well as classical music experiences.

We have been exploring more colours and shapes this week as each of the Babies just loves to discover new things around the school. And everyone has their very own way of showing what shape they are interested in and colours also. This curiosity has really developed more strongly since the beginning of the term, which reflects each of our little ones unique character and skill development as they share with us their varied interests.

As a class we have really worked on social skills and building independence when it comes to self help, such as eating and drinking and walking and running by ourselves and it is so lovely for us as teachers to be an integral part of each child's learning journey. It is really wonderful to see each child showing such a strong sense of achievement as they explore their new found confidence and interest in their environment both at school and beyond.



Stage 1R: Exploring The Colour Green



Stage 1R: Playing With Friends



Stage 1E

By Ms Justine Heydra

"No one has yet realised the wealth of sympathy, the kindness, and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure." **Emma Goldman**

This week in Stage 1E we explored and discovered the last of our four seasons, Spring. The wet weather wasn't a distraction as we used our imaginations and dramatic play area to transport ourselves to an entirely different season.

The children enjoyed our flower and gardening tuff tray exploration and many of the children loved pretending to water our flowers so they could grow. The children also enjoyed all the beautiful and vibrant colours associated with spring.

Our sensory activities took us on a wonderful journey, where we explored different textures, colours and various ways in which to make discoveries. The children loved using our magnifying glasses to inspect and explore our brightly purple coloured sand, with the various flowers, insects and bark that was displayed in their individual tubs. Magnifying glasses make everything look bigger. This activity encourages children to use this valuable tool to have a closer look at objects. It also develops their hand-eye coordination and concentration skills as they have to concentrate on the object they are viewing, whilst at the same time balance and hold their magnifying glass.

Our second sensory table activity was a fun and interactive "build your own garden" set up. With this activity the children focused on further improving their fine-motor skills by placing together and pulling apart different sections of a flower bed. They also focused on naming and identifying their colours as they selected their flower petals, leaves and flower beds.

Our literacy focus this week was a much loved book "*Peep inside the garden*" by Simona Dimitri. We read the book together in our provocation group times, and the children also each had an individual chance to page, and discover the many peep areas of this amazing book.

Our art activity involved painting with flowers, leaves and individually chosen bright spring colour paints. The benefits of using natural resources in children activities include: Creativity - Natural materials stimulate creativity and imagination by providing children with open-ended creative art experiences.

Stage 1E: Spring Discoveries



Stage 1E: Peep A Garden Play



Stage 2R

By Ms Madeleine Grant

This week we continued our provocation on farms! The children were so passionate about the topic, and loved playing with the farmyard animals. We noticed during the sensory play station that many enjoyed role play with the animal figurines, so we extended this by bringing out some animal puppets and masks! They had so much fun acting as their chosen animals, and showed great consideration for each other as they shared the resources and compromised on who got to be which animal.

As they played we tested them on their animal sign language! This is something we began to incorporate into our Old MacDonald song during group times, and have kept up throughout the year. It is so wonderful to see how they have retained this knowledge, and can now recognise the simple hand signals as representing the different animals and the sounds they make.

During group times we asked the children all about farms! These open discussions provide the children an opportunity to speak up and exercise their confidence and language skills, and say whatever is on their mind. We asked them if they had ever been to a farm, and what that experience was like. As we took turns going around the circle they were encouraged to share with the group whatever was on their minds. Unsurprisingly, most of their ideas about farms centred on the animals that live there!

Here are some of their wonderful answers:

"I saw snail, snail is sleeping," said Amelia C.

"I like puppies. I am a puppy," said Chelsea.

"I like dogs, I give my doggy cuddles," said George.

"I saw a red duck and it said 'quack'", said Gisele.

"I saw a horse on the farm. Horse says 'neigh neigh,'" said Henry W.

"My favourite animal is a chicken. I cuddle chickens," said MyLan.

"I went to a farm and I had chippies for my dinner," said Owen.

The progress the class has made in their language and communication skills is phenomenal. As we reach the midpoint of the year, we have begun reflecting on each child's development as we start to prepare their midyear reports. At the commencement of the term each child was given a goal to work towards, and for many that was related to their confidence and language development. Across the class we have seen so many explosions in vocabulary, and children finding their voices both in class times and in play.

Stage 2R: Farm Sensory Play



Stage 2R: Farm Sensory Play



Stage 2/3

By Ms Gabriela Alvarez

After all of our History adventures, we have arrived in our time machine to explore Myths from around the world; In our first week of Myths, we have been exploring the extraordinary world of Dragons & Wizards. Myths are full of some of the most exciting and fascinating stories ever told, including mysteries and adventures. Regularly, new stories from the past keep emerging to the mainstream. As we know Dragons are mythological creatures that have existed in the folklore of cultures worldwide for thousands of years. In Western culture, this imaginary creature is typically described as a giant four-legged reptile covered in scales that can breathe fire and fly with powerful bat-like wings. In Eastern cultures, the dragon is represented as a highly intelligent serpent-like creature without wings. They can be either benevolent or malevolent. In symbolism, dragons represent luck, power and strength, but can also represent greed. The Wizard, also appears often in folklore, he is seen as a magician, a fictional or mythical person who uses magic. This ability to use magic may be due to innate ability, training, or both.

We have spent the week exploring how these are imaginary, make believe characters that occur in storybooks and we should not be scared of them as they are not real. Our week program started first with the *Dragon Treasure*, where children had to look for the treasure. Still, they needed to be careful they didn't want any grumpy Dragon to be woken up. Later we explored the Playdough Dragon, where children explored ideas and theories using their imagination, creativity and play, pretending to create dragons taking care of the castle or even making baby Dragon eggs; their imagination was infinite.

We followed up on this with our magic wand making on our art & craft table, with all different resources where children could create their magical wand and take it home to keep using their curious and creative minds. Then, as a final magic trick, for our last provocation, we used our science experiments to intrigue the children. In our Magical Glitter play, the children used a little bit of soap in their magic wand and kept it inside the water, and all the glitter would separate from the 'Magical Wand.' The children loved this!

It was an excellent opportunity to read some very interesting adventurous books, this week we read through "Ta-Da!", "The Dragon Riders", "The Book Dragon". The stories were full of adventure and imagination where the children can use their amazing minds to picture all of these fabulous stories and later use it as inspiration for their pretend play.

It has been a great first week in our Myths time machine; the children are very much looking forward to more magical adventures to come.

Stage 2/3: Dragon Art & Treasure



Stage 2/3: Magic Glitter, Wand Making & Playdough Dragon



Stage 3

By Ms Emily Chacon

"It's surely our responsibility to do everything within our power to create a planet that provides a home not just for us, but for all life on earth." **Sir David Attenborough**

Reduce, Reuse, Recycle! That was our motto for the week as the children dived into the world of sustainability. A big thank you to all the families that contributed by bringing in their recycling from home. The children had a wonderful time exploring their options and creating many different items like phones, cars, buses, rocket ships and boats. To assist the children's understanding of the importance of reducing, reusing and recycling, we read two books. One was 'Look After Our Planet' which is based on the Charlie and Lola series. The story goes through different ways to recycle and save the planet.

Another book we read was 'Why Should I Recycle?', written by Jen Green. Part of children's development is asking questions and learning about the environment. This book exposed the importance of recycling things we used to throw away, such as bottles, paper and plastic.

Following on from these books we created our own recycling bin within the classroom. Through group time we explained what is regarded as recycling, we went through the different pieces that families had brought in and categorised them in cardboard, plastic, paper and glass.

Thank you again to the families that sent through their photos of how they engage in sustainable practices. The children had a wonderful time showing their peers how they recycle and began to encourage others to do what they do at home.

The children used their favourite item, marbles, to create their earth art. Using green and blue paint the marbles created wonderful shapes and lines over their round paper. As the children were moving the tray they were asked 'what could do to help the earth?' or 'What do you love about the earth?'

"I help the earth grow plants with my mummy and daddy," said Abigail.

"I love playing with the animals on the earth," said Xavier.

"I can help germination, they need to have water, I can put it in the ground," said Dylan.

"There's so many plants around, I love that they grow seeds from the ground," said Felix.

"We need to look after the planet by putting it to bed," said Georgia.

"I love to grow, I put water on the flowers to grow," said Andrew.

Wildlife Warriors 2021!

Stage 3: Exploring Recyclables



Stage 3: Reusable & Art Creations



Stage 3/4

By Ms Riina Andrew

This week the children participated in a palaeontology experience. We dug and brushed away the sand to reveal dinosaur bones. Emily and Nicholas were very excited to find 'lots and lots of bones'. Radha and Darcy discussed the types of bones that they thought would be in the sand and Odin, Olivia and Chloe worked together to order their findings in size groups. We found lots of treasures in the sand and were inquisitive to know more about the Prehistoric creatures that roamed our world and the habitats that existed.

Our writing table had us practising our letter writing skills and our phonic knowledge. Sounding out the letters phonetically, we extended our awareness of pronunciation of each dinosaur name and discussed the fact that some of the dinosaur names rhymed with each other.

Counting and simple addition and subtraction was available this week, with a dinosaur theme. The children had the opportunity to count and group the dinosaur figures in colour categories and dinosaur diet groups, working in pairs and also individually. Using a variety of different groups & categories allowed the children to expend their cognitive knowledge by learning how to think in different ways.

Every child loves role play experiences so this week we created a role play dinosaur land. Using the tissue boxes that we painted last week, dinosaur feet were created as were dinosaur masks. Each child then had the opportunity to participate in role play experiences using these props as they wished. Some children preferred to replicate the noise and loud T-rex while other children preferred to become a flying Pterosaurs. The 'dinosaurs' then had to source food (according to a herbivore or carnivore diet) and had the opportunity to roam the earth looking for volcanos and other dinosaurs. It has been a great privilege to observe the children in the representation of how they see dinosaurs and putting what they have learnt into practise.



Stage 3/4: Dinosaur Role Play & Digging For Bones



Stage 3/4: Counting Dinosaurs



Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

Is your child an engineer? Or have you ever wondered what's so intriguing to your child while playing with blocks and seeing them fall over and over again, and yet trying to make the next tallest tower?

Or your child is forever playing with play dough, rolling it into various shapes and moulds. Building objects out of their imagination, they come up to you and exclaim "Mum, look! I made dinosaur!" even though doesn't look remotely like one to you.

Chances are you have an engineer child at home! Most children start out as naturally curious, trying to unravel the mysteries of the world around them. And as they grow, either this curiosity stands faded or ablaze. With little direction and right approach, parents can very well keep this natural instinctive adventurer alive in their children.

With the children's minds so curious this has led us to becoming mini engineers. We were very fortunate to have Stephen's dad, Owen came to talk with the children. Owen is a mechanical engineer. He is very lucky to be able to work at Sydney Airport with all the planes, how cool is that! All the children were super excited to hear about what is involved in becoming a mechanical engineer. Even better learning about the different aspects of the airport. Owen showed the children a video of an airport being made, and the children were so amazed with how long it takes to be built. At the end of the talk Owen gave our class three foam air glider planes, we built them, and the children were able to fly them in the greenspace.

Following Owen's talk we decided to create our own paper airplanes. The children were all given a piece of paper and some textas to create a design of their choice on the paper. Once finished we folded the paper to create the paper airplane. This activity encouraged the children to learn about shapes and symmetry, while also developing fine motor skills and hand- eye coordination. According to the National Quality Framework Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity NQF, (2012) and we were able to see this in this lesson. When we finished all the children lined up and they were able to test their planes out.

House Keeping

Cold weather: It is definitely feeling like winter has hit. We ask that you please pack warm clothes for your child this includes sending your child to school enclosed shoes, open sandals, sliders and thongs are not appropriate for school as it becomes a safety issue and it's too cold.

Toys: Once again, we are still seeing toys been bought to school. If your child brings toys to school please be aware that they will remain in their school bag for the whole day. They become a distraction to other children, and we wouldn't like them to become broken or lost.

Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

Arriving on time

Just a reminder that our teaching program starts at 9:30am and specialist classes start at 8:30am if you would like your child to attend the specialist classes please arrive at 8:30am for the first class or 9am for the second class.

Our teaching program starts at 9:30am and we start with literacy groups we ask that you arrive before this time to ensure that your child isn't missing out on the important skills that they will need to go to school in 2022. We also understand that things happen so if you are running very late please let the school or Lauren or Emily know, we do mark the class roll at 9:30am.



Stage 4: Exploring Science



Stage 4: Science Experiments



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

“Once upon a time, there was a little girl named Goldilocks. One day, she went for a walk in the forest. Pretty soon, she came across a house. She knocked and when no one answered she walked right in!”

This week Stage Four explored the story of “Goldilocks and the Three Bears.” Throughout the story, the readers become aware of Goldilocks’ selfish actions and the impact her behaviour has on other characters. Goldilocks lets herself into the Three Bears home without permission. She then samples the bear’s food, uses their items and is overall disrespectful to their belongings. The children engaged in many discussions regarding how we must always consider the words we say and the actions we make and the effect making good and bad choices has on those around us.

After reading the story of Goldilocks and the Three Bears, Stage Four children were invited to draw their interpretation of one of The Three Bears. The children first engaged in a discussion regarding the features that make up a bear face and then proceeded to use markers and crayons to design their bear. After they were happy with their drawings, the children discussed their bears temperament and how it would have responded in certain situations such as someone eating all their porridge.

This week Stage Four built on mathematical concepts and language skills through a cooking activity. Cooking is one our students’ favourite tasks to engage in. They love taking autonomy over making their meals, measuring, and mixing the ingredients and trying new foods. With the cold weather we have been experiencing, the children loved warming their bellies with a warm bowl of porridge. We engaged in a group discussion regarding what utensils and ingredients may be needed and a few of the children asked if they could write a simple recipe to follow. Before we began to collect all the necessary items, we discussed our extensive hygiene practices and the safety precautions that needed to be taken into consideration before we began to cook. After the porridge was cooked, we discussed healthy eating practices and each child chose which fruits they wanted to put on their porridge. We are so proud of our Stage Four children for being willing to open up to new tastes and work towards developing an adventurous palate.

We are so proud of the children’s growing comprehension skills as they re-enact each of the fairy tale stories we have studied throughout the term. The children have consistently displayed this during their play, art, numeracy and literacy groups and class discussions.



Stage 4: Interpreting A Bears Face



Stage 4: Creating Porridge



My Gym



Piano

By Mr Alan Tang

This week was another productive week at piano lessons at Reddam ELS. The children were extremely well behaved. We have progressed massively and reached a milestone with Stage 4 and Stage 3/4. Half of the children in that stage have learnt how to use a simple two notes chord with their left hand to accompany the melody line of "Baby Shark". It was not an easy task with the correlation of the two hands. From my experiences, it is a task that even many of my adult students had trouble with. Stage 2 and 3 also looked at "Baby Shark" right hand melody line. A number of students requested to revise on "The Potatoes Song", it took the children at this age a lot of courage to navigate their own learning. Stage 1 enjoyed their weekly concert as well.

With many of my own students preparing for exams at the Australian Music Examinations Board at the moment, it was always refreshing to see the children exploring the piano at Reddam ELS weekly. It allowed us adults to see things from a different perspective. By exposing them to music and piano as early as the children at Reddam ELS, I hope and I believe it will bring many positive influences aspects to their life and many years to come.



Yoga

By Ms Tatiane Fernandes

Today I would like to talk about the power of Meditation which is an ancient practice that support us in becoming self-aware of our body and mind. An accessible and natural way to regulate our reactions to stress and manifest us good health. Meditation has many benefits such as; improve sleep, reduce anxiety, improve self-esteem, improve focus, reduce levels of stress. What an amazing tool to teach to our future adults. And as children are generally more willing and receptive to embrace new things they love our "meditation games" during classes and they don't seem to find it boring or become restless while we sit quietly. I love to see they meditating and it's amazing their positive responses to the exercises.

So today we practiced the "Kind Tree Meditation". I gave them a yellow bean bag that represented an egg that carried a baby bird inside. Our bodies represented the long, still, strong, happy and kind tree. I explained that in order to be the tree with those qualities we had to sit with our happy spine, nice, long and straight, if we had a curvy sad spine the baby egg would fall from the tree. Our heads should be facing forward in a good position to be a comfortable baby egg nest. The more we breath the warmer the baby egg will be. Children closed their eyes and seated still. I guided them to breath, and to use their imagination to create a story in their minds. After we open our eyes the baby egg fell down on ground and we celebrated the baby bird new life. Children shared their meditation experience and here are some responses: - "I felt I was by myself" "I saw a rainbow" "My baby bird flew to the clouds" "My head felt like water" "I felt happy and calm" "My baby bird felt and my tree was sad"

I love doing this meditation with the children. If you want to try at home just use a yellow balloon and fill with rice inside. Choose a calm meditation track on Spotify and guide them on an imaginative journey...



This week in the Stage 1 children had lots of fun participating in a number of teacher lead adventure using props and music involving dinosaurs, animals and a safari hunt.

Activities included using props to create shapes and patterns. Moving our body to the rhythm of the music as well as listening to African animal sounds and dinosaur sounds.

I became an explorer and guided the children on an adventure through the jungle. I used a call and response activity to make sure all the children were following direction. Well done to Celine and Ethan who responded to the elephant noise I made. Next, we used different parts of our body to balance when we went on our adventure, standing on one leg when going over the stepping-stones and placing one foot in front of the other when crossing the bridge.

Along the way the children met different characters from Nursery Rhymes (teacher in role and images) who needed help from everyone. A problem was given to the children and they had to solve it. This is a method used by Dorothy Heathcote, a wonderful drama practitioner who used drama as a tool to promote holistic learning in schools. More of her methods will be used in the coming weeks.

In Stages 2, 3 and 4 this week the children used their imaginations to go through the magical wardrobe, discovering a fantasy world behind it. They all took on the role of being a fantasy character, developing a whole class improvisation.

The lesson began by discussing what a wardrobe is and what you usually find inside as well as what the wardrobe looks like.

We revisited mime and used music to mime going through the wardrobe

Next, we used our imaginations to go through a Magical Wardrobe (like Narnia) I was in role as a Witch from the fantasy world. The children gave the witch character a name, they then thought of their own fantasy names too before going on an adventure with the witch. We had some wonderful ideas.

We travelled on our broomsticks to the first destination "Rise, rise, really high, just as high as a butterfly". The aim is to get something from each place we visit so we can go back home (as they can't go back through the wardrobe) a pearl from the sea; breath of a dragon; hair of a unicorn, sugar drop from the fairy and a golden egg from the giant.

Using their body, the children mimed objects and shapes to put in the cauldron to create the spell before being transported back home.

In Stage 3 they thought the Bubble, Bubble toil and trouble spell was funny as they thought I was saying "toilet".

Well done everyone!

Drama

