



# REDDAM EARLY LEARNING SCHOOL

## ST LEONARDS NEWSLETTER



REDDAM

ELS

18th June 2021

## Principal's Message

By Mrs Simone Cooke

Dear Parents,

An integral part of inspiring children's sense of wonder and creativity is creating environments that inspire and support creative thinking and invention. Here at Reddam we encourage our children to "think outside the square", to be resourceful in how they problem-solve and to experiment and work with others to find solutions. When you travel around the school in each of the classrooms you will hear both the teachers and children posing questions. It is our aim to inspire in children an understanding that there is no one answer but rather a multitude of possibilities. When looking at the learning taking place across the school this week at the heart of each programme has been promoting curiosity and investigation.

The children in Stage 1 have been busy exploring seasons and are enjoying active sensory exploration, looking at the cause and effect of their actions whilst in Stage 2 the children are exploring the many varied and exciting occupations that people enjoy within our community. In Stage 2/3 the children have become time travellers exploring the evolution of man and looking at the difference between history and myths and investigating our past. Our inquisitive Stage 3 children have been following the lead of Sir David Attenborough and have been exploring our planet, growth, change and the need to be sustainable and learning how to care for our environment. In Stage 3 / 4 the children have been engaged in an exploration of Australia's rich history, and have been exploring Indigenous Australians and have now moved onto Dinosaurs, gaining increased understanding of our past. Our Stage 4R & 4E children have escaped to the magical world of storybooks and are looking at the Fairytale genre and immersing themselves in words, stories and adventures. In Stage 4D & 4A the children have been firmly grounded in the here and now, becoming Scientists, Engineers, Mathematicians and Coders, learning the importance of asking questions, hypothesising and problem solving, conducting experiments and programming robots, learning important processing skills that lay important foundations for their future learning journey.

# Principal's Message Continued...

Fostering wonder, creativity and investigation encourages our children to communicate with and understand the world we live in, to explore, to question and to discover. In order to understand what engages and interests our children, the teachers are actively observing and documenting the children's questions. By brainstorming together, creating mind maps of possibility and wonder walls, the children guide our provocations, which allows our creative teachers to facilitate new and exciting learning opportunities, offering investigations as diverse and as interesting as our beautiful children.



# Stage 1R

By Ms Amanda Felton

What fun we are having! As we bond with each other and continue to welcome new children to our school. Children learn to develop their social skills and connect to their surroundings and teachers. Each child has demonstrated this in their very own way. Through showing empathy towards another peer when they are a little upset or introducing themselves to a new friend who has just joined our class.

As part of our intentional learning, this week we investigated the colour blue. We were all looking like little smurfs this week, as we went blue around the school. We found many blue objects to look at during our journey and during our exploration we discovered that lots of objects can be the colour blue.

We also tried our hand at painting too. As we create a blue painting to show off our creativity on our wall display. Well done Babies!

## Housekeeping

Could all our lovely families please remember to label all items in their children's bags. This includes socks, comforters, bottles, shoes as time to time items.



# Stage 1R: Playing With Friends



# Stage 1R: The Colour Blue



# Stage 1E

By Ms Justine Heydra

*"Play is our brain's favourite way of learning"* - **Diane Ackerman**

This week we continued our bright and colourful Spring provocation in Stage 1 E. It's been a very busy and exciting week for us all.

Our sensory activity tables were a mixture of spring colours combined with textured experiences to promote fine motor skill development. The children had the opportunity to explore and discover orange coloured pasta with flowers and bark. They also worked on concentration building, pastel coloured blocks in tubs filled with spring confetti.

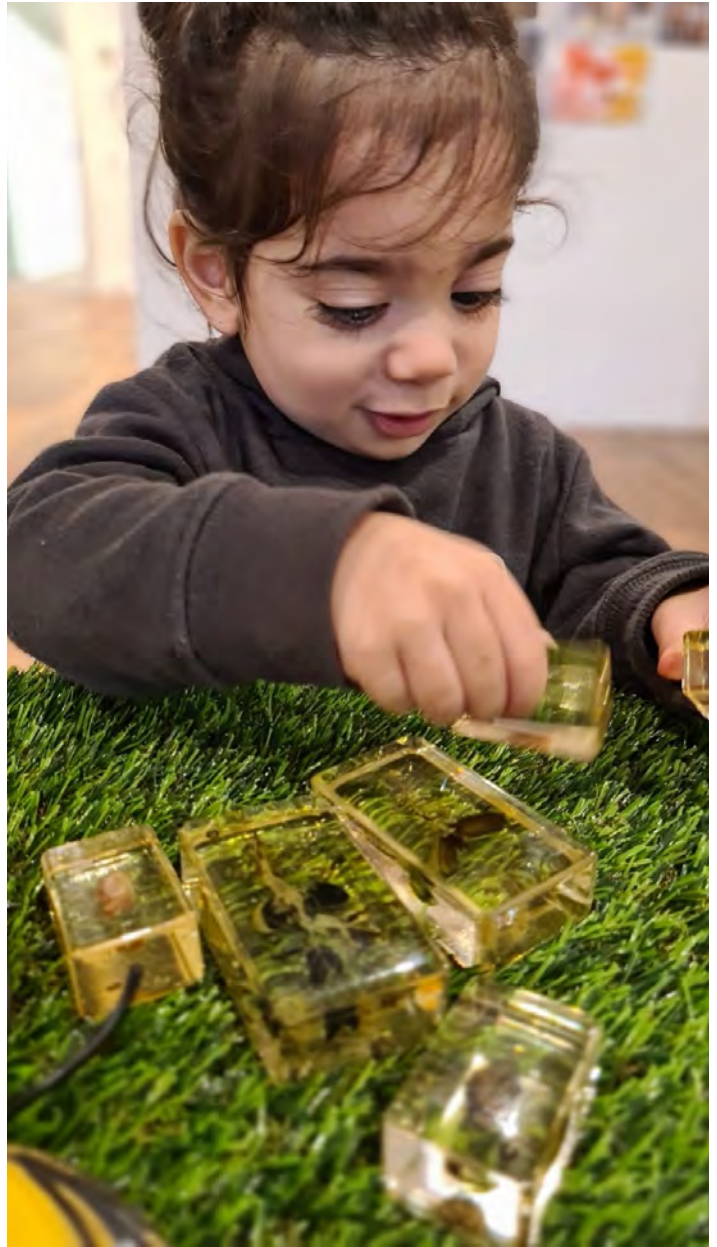
During our provocation group times we had the opportunity to play and discover technology with our Bee-Bot robots. The children all had the opportunity to press the different orange programming buttons and in doing this, they further developed their vocabulary by discussing directions and opposites. The children enjoyed this interactive learning experience which incorporated our spring provocation and technology. Their faces filled with joy and excitement as they pressed the green go button and the bee started moving!

Building on from this, we also had another spring experiment, where we made yellow flower pollen using a jelly like substance. The children enjoyed the texture and exploring the pollen with their hands and squishing it between their fingers. Sensory play uses all five senses, but the sense of touch is often the most frequent. Toddlers and children process information through their senses and they learn and discover so much through touch.

Our literacy focus was a wonderful book called *"Isabella's Garden"* written by Glenda Millard and Rebecca Cool. The children enjoyed listening to the lyrical uplifting picture book which explored the growth and continual change that goes on in a much-loved garden. This is the sun that kisses the clouds... that cried the rain that soaks the seeds... that sleep in the soil, all dark and deep, in Isabella's Garden. The children loved the rhythm of this magical book.



# Stage 1E: Exploring Springs



# Stage 1E: Playing With Bee-Bot Robots & Pollen





# Stage 2R

By Ms Madeleine Grant

The children loved last week's animal-themed dramatic play station so much that we decided to extend the activity and encourage more role play based on some of the occupations within our community! In the dress up box we found costumes and props for firefighters, doctors, police officers and builders, and each morning invited the children to take whichever items they desired and use that to enrich their play experiences.

They loved the doctors' surgery set up, and showed great care as they looked after the baby dolls. They were fascinated with all the components of the medical kit, and demonstrated their knowledge of what each instrument was used for. As they took out their tools we explained to them how they were used and what they did, and it was wonderful seeing them absorb this knowledge and use it in their play. Morgan used the stethoscopes to check the doll's heartbeats, Meredith loved checking everyone's ears and eyes with the otoscope, MyLan very carefully tested everyone's reflexes by tapping their knees, and Sofia A gently swaddled the baby dolls in bandages and rocked them to sleep!

The dress up fun continued with a range of hats and helmets belonging to construction workers, police officers, and fire fighters, as well as a range of cars and trucks related to these professions. We used our building blocks to construct roadways and bridges for the trucks to travel on, and they soon discovered the ramps allowed the vehicles to move by themselves! As they played we observed so much consideration for each other as they took turns and ensured everyone had something to play with. Using our words and our gentle hands has been a big goal in the class over the term, and it is lovely to see the children taking this on board and playing so beautifully together.

In the art atelier we concluded our ongoing farm provocation by creating corn prints! The children were given a small corn cob and shades of yellow paint, and shown different techniques they could use to create their artworks. Some chosen to poke and push the cob to let it roll freely, while others guided it slowly as they created textured imprints of the kernels. Others preferred a method similar to our fruit stamping art, and carefully pressed the corn onto the page. As they painted we talked about how many of the foods we eat such as corn and other vegetables are grown on farms, and how important farming is in feeding our community!



## Stage 2R: Fire Fighter Role Play



## Stage 2R: Creating Corn Prints



## Stage 2/3

By Ms Gabriela Alvarez

Our time machine journey through Myths has entered very adventurous times; We are in our Pirates and Mermaids week full of curiosity and imagination.

Learning about Myths can be a great deal of fun. We have throngs of books about our past to prove it. Better yet, there is a history of every topic and field. Whatever they find fascinating, there is a history to go along with it. Dive a bit deeper into any topics, and they will be surprised by what they might find in the process. This week in our group time, we read some fantastic adventurous stories. We read through "Ahoy there!", "Pearl's Mermaid Shoes", "Mermaid Magic".

All these stories show the life of Pirates, talking about the exciting Pirate ships, the treasures and where they hide them and how they have a mysterious map to find the treasure. We also explain a little about what the pirates wear as their hat, hock, telescope; some of them will have a parrot on their shoulder and an eye patch.

With the mermaids, we went through the books which will show the under the sea world and how Mermaids have tails instead of legs, how maybe some mermaids could be magical.

Children loved books with lots of adventure and imagination; they were thrilled by listening and watching the pictures of each book.

Our tables first start with the Pirate treasure sensory bin. Children with their sensory capabilities can explore and find the treasures under the sand; they found gold coins and beautiful jewellery that they later collected in the pirate chest. Later as we are using our beautiful imaginations, we play on our fantastic stage to pretend to be pirates and mermaids. They had fun trying the different identities in their dramatic play; the pirates wear their hats and hocks and drive the pirate ships with the steering wheel. The Mermaids used their colourful tails and "swim" around with their pretend pets, the fishes; we also got a couple of children that they were so excited to be both that they were called "The Mermaid Pirate".

Later we entered the mermaid's world with the aid of puppets, the children could pretend to be mermaids and enjoyed the sensory activities; they found some shells under the sea and even some beautiful mermaid jewellery. Finally, with our friends we Designed a Mermaid Garden, the children used their imaginations to decorate beautiful Mermaid Gardens, they use blue sand, shells, fishes & pearls. Our children also did beautiful artworks in our art atelier, and they chose to either to do a mermaid tail with glitter or paint or create a brave pirate. These artworks are now on display in our Art Gallery, where children point with pride their exciting creations.

Well done to our Stage 2/3, they have been such adventurous and brave Pirates & Mermaids, we are ready to discover more myths in our time machine.

## Stage 2/3: Pirates & Mermaid Dramatic Play



## Stage 2/3: Pirate Sensory Bin



# Stage 3

By Ms Emily Chacon

*"No one will protect what they don't care about, and no one will care about what they have never experienced."* **Sir David Attenborough**

This week the children have been learning about lifecycles. It has been very interesting to learn about the different types of lifecycles and the changes that each creature goes through.

As a learning aid, the children viewed a PowerPoint that explained the steps of a 'simple life cycle, as well as metamorphosis. This was a very tricky word for the children to pronounce, though they all seemed to love the challenge. Metamorphosis is a process by which an animal physically develops after birth or hatching, involving a relatively abrupt change in the animal's body structure. A great example of this process is the butterfly, when they are born they start as caterpillars, they then build a chrysalis which aids in the big change into a butterfly.

Last week, as we were transitioning into outdoor play we noticed a very large box in the foyer of the school. The kitchen had received a new fridge and the empty box was ready to be thrown out. But, our little Eco warriors had other plans!

We can make something new! The children had an amazing time working together to paint the box. They spent a whole hour sharing paintbrushes, and moving around the box to ensure that every part was covered. At the beginning of the week the children worked together putting the last touches on our chrysalis! We had the best time crawling inside and looking up at the lights.

Our table activities assisted the children in further understanding life cycles, a frog life cycle. The small world table showed an example of the habitat that frogs live in, while the other table displayed the steps in their lifecycle.

Next week is our final week of Term 2! We will be looking at rocks and minerals, which will lead us into fossils and our Term 3 topic of DINOSAURS!



# Stage 3: Eco Warriors With Reusable Art





## Stage 3: Lighting Up Reusable Art



## Stage 3/4

By Ms Riina Andrew

Working on fine motor skills can be challenging, so this week we looked at dinosaur bones and recreated our own skeletons as a way of encouraging the children to further develop these necessary skills. Each child chose the picture of the dinosaur that they wanted to use as inspiration and then used glue and cotton buds of different sizes and lengths to create their art work. We created a large variety of different dinosaur skeletons but the most popular skeleton was the T-rex!

As the T-rex was the most popular dinosaur amongst the children, two small tables were set up with a wooden t-rex skeleton to inspire an observational drawing experience. Each child observed the display first before attempting to put Texta to paper. We concentrated on the teeth size, foot size and of course the size of the teeth.

We also revisited the Dino Dig experience this week. The children have all displayed a great fondness towards the career of a palaeontologist and love to discuss the different types of fossils found and the names of each dinosaur that these fossils belong to.

The final experience this week, was the Letter Match table. Each child was offered a sheet of paper with dinosaur themed pictures and blank boxes. The children were then encouraged to letter match from a plate of letters. Naming each letter and sounding out each letter phonetically was another great way to explore our 'Prehistoric World' provocation.

Thank you to all the children who have shared dinosaur books with the class over the past few weeks. We have all enjoyed each one very much! Please feel free to bring in any other dinosaur books and/or stories that relate to dinosaurs next week, as we finish this provocation.

# Stage 3/4: Creating Dinosaur Skeletons & Writing



# Stage 3/4: Dinosaur Letter Matching



# Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

## Mathematics

The children excitedly continue on with their exploring and discovering about STEM. So far, they have used their sensory skills to explore, predict and experiment with science, used their thinking and cognitive skills for technology and shown their beautiful construction and creative skills to discover about engineering. Now it is time for the last component of STEM- Mathematics.

Mathematics is an important part of learning for children in the early years because it provides vital life skills. They will help children problem solve, measure and develop their own spatial awareness, and teach them how to use and understand shapes. Math is the means and foundation to the solid development of the skills of learning, logical thinking and reasoning. It is in every occupation, every activity we do in our lives. By exposing students to STEM and giving them opportunities to explore STEM-related concepts, they will develop a passion for it and hopefully pursue a job in a STEM field. Early math skills are being used by children throughout their activities, experiences and daily routines, whether at school or at home. For example, becoming familiar with their routines such as brushing their teeth, getting dressed, taking a nap, and learning about going shopping with their parents can all become math learning opportunities when approached a certain way.

This week the children were invited to participate in a number of Math related activities. These activities encouraged children to either work with peers or by themselves, allowing them to use their thinking skills to explore and discover numbers, shapes and patterns. Mathematics plays a major role in a child's development and helps children makes sense of the world around them. Children between the age of one to five years old are beginning to explore patterns and shapes, compare sizes and count objects. When it comes to preschool children, they use a variety of methods to problem-solve and talk about their findings.

## Shapes creating

This week the children were invited to participate in an art experience that allowed them to use their thinking and creative together to produce a colourful art piece. This activity involved the children using various shapes they have found around the classroom to firstly trace before using the watercolour crayons to colour in. This activity encouraged the children to trace over the different shapers in order to gain an overlapping effect and other various shapes. Once the shapes were traced in pencil the children were then invited to colour in their shapes using water colour crayons and their creative skills. Throughout this experience teachers were able to discuss with the children special realisation and special orientation.

# Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

## Creating number sentences

By focusing on the basics of adding and subtracting, teachers can provide a stronger foundation in math skills for the future. This week the children were encouraged to create various number sentence using the whiteboard and different counting objects. Children were given a plus, minus and equals symbols for this activity, allowing them to use their cognitive skills to create number sentences. Typically, children will start learning to write and solve number sentences in first grade. They will likely start off by using objects such as counters and small toys to help them understand the value of numbers. By exposing the children to basic number sentences now, it will allow them to feel more confident when they head off the school and continue to learn Math next year.



# Stage 4: Creating Shape Artworks



# Stage 4: Exploring Mathematics





# Stage 4

By Ms Maddie Criss and Ms Sarah Ross

*“Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood...”*

## Story mapping through art

This week Stage Four continued with their literary exploration of fairy tales. Inspired by their own creativity and interest in the journey Little Red Riding Hood the children created their own story map of the story. The children used a variety of tools to express their ideas and recall events from the story. From this experience Stage Four demonstrated their capacity to comprehend and recall more complex texts as they worked independently and collaboratively to create a mixed media story map.

## Our discussion about Stranger Danger

As a class we have looked at the different aspects of this fairy tale and what it is trying to tell us. Like any fairy tale it comes with many life lessons to be learnt and discovered. Little Red Riding Hood has allowed us to explore the life lesson of ‘not talking to strangers’. With keeping this in mind we have had some serious discussions with the children to ensure that they are aware of the seriousness of ‘Stranger Danger’. Some of the questions we posed to the children included; What is a stranger? And what should you do if a stranger tries to talk to you?

“If someone asks you to go with them say no thank you,” said Anna.

“Always stay with mummy or daddy,” said Isobel.

“If I think a stranger will do something bad, I will hide from them,” said Aran.

“Don’t talk to strangers,” said Noah.

“A stranger is a person you don’t know,” said Thomas.

“Always be aware of what’s around you,” said Tahlia.

“Walk away,” said Isaac T.

“Don’t get too close to people you don’t know,” said Meera.

“Yell!” said Bella.

“Yell out you’re not my mum or dad,” said Sofia.

“Don’t talk to strangers,” said Isaac L.

## Last week of Term dress up party

Next week we would like would like to invite the Stage Four children to dress up as their favourite fairy tale character to celebrate the end of our fairy tale learning provocation. The dress up days will occur on the Tuesday the 22nd and Thursday the 24th of June. Please ensure that your child still wears weather appropriate clothes and shoes on these days. We look forward to celebrating your children’s accomplishments this term.

# Stage 4: Story Mapping Through Art



# Stage 4: Stranger Danger & Story Mapping Art

"Yell out 'you're not my mum or dad!'"  
-Sofia

AAAHM

"Yell!"  
-Bella

"Don't talk to strangers!"  
-Isaac L, Noah

"Don't get too close to people you don't know!"  
-Meera

"Call out for help if we're in trouble"  
-Harvey

"If someone asks you to go with them say no thank you"  
-Anna

"Always stay with mummy or daddy."  
-Isobel

"If I think a stranger will do something bad, I will hide from them."  
-Aran

"A stranger is a person you don't know."  
-Thomas



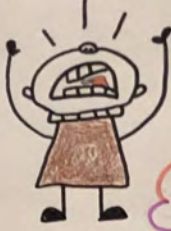
"Always be aware of what's around you"  
-Tahlia

"Always stay close to a trusted adult"  
-Amelia

"Walk away"  
-Isaac T

"A stranger is like a wolf."  
-Leo

Stranger Danger



# My Gym



# Piano

By Mr Alan Tang

Hope everyone had a great long weekend. This week at piano lessons, children across Stage 4 and 3/4 were given a choice of either learning to play "Baby Shark" with both right and left hands or "Twinkle Twinkle Little Stars" with their right hand. It gave them a freedom of choices to create more positive feelings and experiences into their own learning. A number of students requested to revise "The Potato Song" which was great for their motor skills and memories. A number of advanced students started exploring "Do-Re-Mi" from the classic movie "The Sound of Music" in 1965. Stage 1 once again enjoyed their weekly musical performance.



*"Be brave little one the world is yours," said the Giraffe.*

Happy Friday and welcome back to our yoga news. This week we went on a yoga jungle safari adventure to discover some animals.

To prepare to go on a walk through the jungle we began class by settling in and focusing into the breath through practicing few rounds of the Elephant breath. "By standing with feet wide apart and clasping hands in front of the body to make an elephant trunk, inhale through the nose as raising arms up over head then exhaling out through the mouth, bending forward from the hips and swing arms down through legs, making the elephant sound." After getting the breath and bodies warmed up with sun and mountain dance, it is time to begin with some Jungle Yoga Poses. Children were invited to go on adventurous walk singing along the Jungle Song.

*Walking through the jungle what do you see?*

*I see a lion in front of me*

*Walking through the jungle what do you see?*

Children just love jungle yoga and its songs. To begin the game, I placed some cards in the middle of the circle and they were very excited to discover which animal they would find behind the its cards. After the animal was revealed the group had to perform a yoga pose. For example, for Lion we performed the lion breath by kneeling down, extending arms out in front of chest, exhaling out deeply through the mouth with tongues out. Cobra; Lie on belly, place hands under shoulders, and hug elbows into the sides of the body. Press through the feet and gently lift the head and chest off the floor; can you hiss like a snake? Ssssssss Ssssssssss. Giraffe; Standing with legs wide into pyramid position, hips square, arms above head for giraffe's long neck, with hands make a shape for its mouth and bend low to reach hands on floor to eat some leaves on ground. Turtle; Kneeling down, siting on heels and come into child's pose. Between the transitions through the poses I encouraged children to take few deep breaths.

For relaxation I invited children to choose their favourite animal and to imagine they were relaxing with them on a sunny jungle...

Have a wonderful weekend!

# Yoga



This week in drama we started our new theme 'Animals'. Stage 3 and 4 were asked "What's your favourite animal?" There were lots of cool answers including Elephants, pigs, and Giraffes. In Stage 2, I asked the kids in a group "what are some animals that live on the farm/in the jungle/ in the ice and snow/ in the desert?" Stage 2 sure do know their animals!

After discussing some animals, we played a game where we became different animals to warm up our bodies. We are starting to work on using different parts of our bodies to create specific characters. This game encouraged the children to become aware of what body parts we could use to create different animals. First, we started as bears sleeping in a cave. When the bears woke up, they were itchy all over. We then became a caterpillar in a cocoon and grew up into a butterfly, using growing and shrinking to emphasise size. We then used our arms as trunks of an elephant. When we breathed in our trunks went up, and when we breathed out our trunks went down. We became lots of other things like penguins waddling, donkey's kicking their back legs, monkeys swinging through the trees, snakes slithering on the ground, dolphins splashing through the water, and pigs rolling around in the mud.

After warming up our bodies, we went on an interactive adventure to the beach. I told the children that I would tell them a story and I wanted them to act it out. I told them that I wanted to see miming unless I asked them to make a sound. I used prompt questions throughout the story, so the children understood what I wanted them to show me. We started by walking on the sand. I told the children that the sand was very hot. (What would it look like to walk on hot sand?) Then, we went to the water to cool off. (What would your face look like when you cool down your feet?) Next, we went swimming in the water, we jumped over the waves for fun (show me your faces) and found a dolphin to swim with (what sound does the dolphin make?). After swimming we decided to sun bake. (The sun is very hot, what should we use to protect us?) We could hear the waves in the background. (What do the waves sound like?) We were a little bit bored and decided to make a sandcastle. (Should we decorate it? Is it big or small?) While we were building, a puppy dog came to play with us. Some of the children from stage 3 decided to be the puppy dog and the others threw them balls to chase. The puppy gave us cuddles and kisses (What did they feel like? Is it a friendly dog? Big or small?). The puppy's owner then called the puppy back and we decided to go home. Well done Kingsley, Zola, Chloe, Thomas, Noah and Jeremy on bringing great characterisation to our interactive adventure.

At the end of the lesson, Stage 2 had a visit from the rabbit puppet. Stage 3 and 4 were asked some of the prompt questions from the interactive adventure and answered in their own way. For example, I asked "Was your sandcastle big or small?" Or "How did you feel at the beach?" And they gave me their answers. This is a simplified version of the hot-seat, which we will continue to build on throughout the year.

In Stage 1 this week we began by shaking our sillies out with the parachute. The children tried to shake, wiggle and jump to the song. We finished by having a visit from the rabbit, who also loves to jump on children's heads!



# Drama

