



REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM
ELS
25th June 2021

Principal’s Message

By Mrs Simone Cooke

Dear Parents,

We have reached the end of a busy Term Two. This week we reflect on all the wonderful learning opportunities which have taken place within the children’s provocations. Each of our beautiful children have learnt new knowledge and skills, formed new friendships and built confidence and self-esteem as they engage in active learning which is built upon their questions, interests and needs, making it meaningful to each of them.

As we approach the end of Term Two our teachers are busy preparing a Mid Term report for all children from Stage 1E through to Stage 4. Ongoing assessment and evaluations are a valuable tool our teachers use to ensure that we have a good understanding of your child’s progress. They provide insights into your child as an individual and guide us on how we can support and extend your child further.

Throughout the year our teachers carry out a range of observations on each child, using a variety of sources such as anecdotal observations, running records, learning stories and samples of children’s work, to document each child’s development. These are then analysed into summative assessments to provide us with information of the outcomes your child has achieved in relation to both the Early Years Learning Framework (EYLF) and developmental milestones. This allows us to then plan for further learning and provides you as parents with feedback on your child’s progress.

It is most important when reading your child’s report to recognise that children progress at different rates. We do not expect that your child will have achieved all of the outcomes for their stage of development. Children are often very different at school than at home and it is valuable for us to work together to gain clear understandings of your child’s needs. Should a teacher recommend further evaluations such as Speech Therapy, Occupational therapy etc we have a range of Specialists that we work with who can arrange to visit your child at school and offer additional support.

Principal's Message Continued...

Once you have received your reports if you wish to speak to your child's teacher we invite you to attend a short Parent Teacher meeting. Unfortunately, due to new Covid restrictions this may need to take place via Zoom. However, the class teacher will be in touch to advise how this will take place. These meetings allow you to discuss the report in greater depth and provides our teachers with insights into your own observations of your child at home. These are optional meetings and will take place over the Vacation-Care period. Once you have received your report, your child's teacher will place a booking sheet in their classrooms, providing you with an interview schedule offering a range of days and times for you to choose from to attend a short 10 minute meeting.

As it is the end of Term Two, our Winter Vacation Programme will commence from next week and will run for the next three weeks. I will be emailing you through a copy of this programme, so please look out for this and do let us know if you do not receive it.

We look forward to lots of vacation fun with our "Frozen" themed holiday program.



Stage 1R

By Ms Amanda Felton

The early childhood years are amongst the most important times of human development. In these initial years our little ones develop their attitudes, values and beliefs and lay down the foundations for lifelong learning. Research shows that the initial years are critical in establishing the building blocks for cognitive, social and emotional development.

As our young babies settle into their new environment they are forming important bonds of friendship with one another and connections with their teachers. This builds a sense of belonging to their community. The bonds that children form with their parents, educators and one another deeply effect the people that they will become. At Reddam we believe in providing children with rich sensory environments where they can learn through hands on investigation. Building autonomy and self-help skills helps our children feel a sense of achievement and independence which offers them control over their environment.

This week we have crawled through tunnels, engaged in music and literature classes, enjoyed gymnastics and gross motor play, built castles, knocked down castles, played musical instruments, painted, explored our environment, learnt new words, tried new foods and made new friends. What a busy life we lead when we are one!



Stage 1R: We Are Independent



Stage 1R: Exploring Our Environment



Children need the freedom to appreciate the infinite resources of their hands, their eyes and their ears, the resources of forms, materials, sounds, and colours.” Loris Makaguzzi

To end our wonderful and bright term 2 provocation of seasons and colours, Stage 1E reflected on all the amazing things we have learned. Together we discussed, explored and experienced once again, our seasons and colours.

For our sensory activities we rediscovered some of the children's most loved activities such as; the winter wonderland snow tuff tray, raking of autumn leaves and the use of natural resources and materials. The children then had further opportunities to play and discover with our technology Bee-bot with a variety of free exploration art activities.

During our winter season the class started an experiment with our growing and hatching penguin. This week the children were eager to discover just how much Pip our penguin had grown over the course of the term and oh boy were they amazed! Together we observed and discussed a range of questions such as; How did Pip hatch out of the shell? Why had Pip become so much bigger? What environment did pip need to thrive? The children loved comparing the visual difference of Pip the penguin from before to now and really enjoyed this hands-on group time experience.

Term 2 was filled with so many outstanding sensory activities and it was hard to pick just one for reflection. Our children in stage 1E enjoy getting messy and exploring these activities when given the opportunity, whether it be in a group setting or individual exploration. The key benefits of sensory play are, brain development, fine and gross motor skills, problem solving skills, cognitive growth, and social interaction. Furthermore creating art with the children is so rewarding and by using different techniques each time, it provided the children with a greater knowledge and understanding of the many different ways they can create artworks. Some of the class favourites were, the melting “ice art where we used ice and different colours of water paint and watched the melting process and the marble sun art which allowed the children to roll a marble around on a tray till they covered their sun in a vibrant yellow, orange and pink.

It has been so wonderful to see both the developmental, emotional and social growth in each and every one of the children this term. Many of them have formed very close and unique bonds with their peers and I am so excited to be able to share their experiences with you all. Have a fantastic break over the school holidays and we will be back in Term 3 with an even more exciting provocation for stage 1E.

Stage 1E: Term 2 Reflection



Stage 1E: Building Friendships



It's hard to believe we are already at the end of our second term! It seems not too long ago us teachers were discussing the goals we were to set for each child to work towards, and yet here we are, nine weeks later and we couldn't be prouder of the achievements and progress that the children have made! The aim of our Goal Programme was to identify areas across the whole class that could be worked on – mostly toilet training, using our listening ears, gaining the confidence to use our voices, and being brave in difficult times – and choosing of these key aspects for each child and adapting it to their unique needs and capabilities.

The toilet training has been a huge success, with around half the class fully out of nappies and so many more well on their way. All children are now familiar with the training we have been doing, and we are constantly looking for the signs that a child is ready to take the next step. This is a huge developmental milestone that children begin reaching around ages of two to three, and can be a very daunting experience for children (and parents!). There are many different approaches, and each child will respond differently so it is important to find a method that works for them and allows this process to be a comfortable experience for everyone.

One of the most rewarding outcomes of this term has been the increase in confidence and huge leaps in language and communication skills across the class! Our group times have become so much more dynamic now the children are speaking up and taking charge of the conversation. The term's provocations have included activities that encourage the children to speak about what they are learning about, but even outside of structured activities we have seen such a difference in the way they communicate with each other and their teachers.

The increase in language and communication has done wonders for the children's social development, as we have seen them transition from solitary and spectator play to more engaged parallel and associative play. Watching friendships form and grow has been a beautiful experience, and guiding the children through social interactions has shown how much they take in and refine their relationships with others. We have talked about sharing and taking turns, as well as using our listening ears, gentle hands, walking feet and inside voices whenever appropriate, and how these guidelines help ensure everyone is able to play safely and happily.

Finally, it has been wonderful to see how well our new friends who have joined our class over the term have settled into the group. It is normal for children to be hesitant to say goodbye to parents, and separation anxiety is common in young children regardless of how long they have been part of the group. We are so proud of the bravery and resilience that has been displayed, and even in times of sadness at drop off the children have made great progress in controlling their emotions and forming secure bonds with the educators and children to make the transition smoother.

Stage 2R: Outdoor Play



Stage 2R: Outdoor Play



Stage 2/3

By Ms Gabriela Alvarez

This week we are exploring our final week of Myths, and we have arrived at our exciting and mystery week the lost empire of Atlantis.

Unlike many myths whose origins have been lost in the mists of time, we know exactly when and where the story of Atlantis first appeared. The story was first told in two of Plato's dialogues, the "Timaeus" and the "Critias," written about 360 B.C.

The idea of Atlantis — the "lost" island subcontinent often idealized as an advanced, utopian society holding wisdom that could bring world peace has captivated dreamers, occultists and New Agers for generations. Thousands of books, magazines and websites are devoted to Atlantis, and it remains a popular topic. People have lost fortunes looking for Atlantis.

We went through the mysterious Atlantis, where we found in our magical books that we read "*Under the Ocean*" and "*The Adventure of Atlantis*". We first explores how a world could exist under the water, and the children participated with their beautiful imaginations in the underwater world. They first explored sea animals, and later they started talking about what would be essential for them to have in Atlantis, for example, an ice cream shop. While we were reading the Adventure of Atlantis, we turned on our special lamp that lights up the lamps and reflect light as we are underwater; the children were very excited to go deep in their imaginations while reading our adventurous books.

In our weekly provocations, we first started with Atlantis construction, where the children could manipulate resources to investigate, take apart, assemble, invent and construct. Following our Under the Sea World, the children were using their sensory skills in the sand, they explored ideas and theories using their imagination, creativity and play. In our following table, we arrived at Atlantis, where the children had playdough and under the sea resources such as shells, coral etc to engage an increasingly complex sensory experiencing using their motor skills and movement patterns and investigation. Finally, we were in our 'What did you see?' provocation where children in the undersea world use their comparison abilities to find the similarities and differences to sort and classify. They also used their cognitive knowledge, labelling some of the shapes that they could see in the images.

Following the interest of children that maybe Atlantis had a castle, the children use their creativity to paint their castle, using the folding technique to make a 3D castle. The Children were very proud to see their creations in our Art Gallery.

Our Stage 2/3 class has grown up so very much in the last term that we are very proud of every child; This term was full of historical adventures and magical myths where children continued to build their unique minds and imaginations.

We can't wait to see which adventures are waiting for us in Term 3. Enjoy our next three weeks of Vacation care!

Stage 2/3: Under The Sea & What Do You See?



Stage 2/3: Atlantis Construction & Painting



The truth is: the natural world is changing. And we are totally dependent on that world. It provides our food, water and air. It is the most precious thing we have and we need to defend it. Sir David Attenborough

We have come to our final week of 'Our Planet' provocation. The children have had a wonderful time learning about their world and ways they can enjoy and preserve it. Through all of our learning we have quoted and gathered ideas on Sir David Attenborough and his wonderful contributions to our world. A big thank you to Leo for bringing in their '*Little People, Big Dreams: David Attenborough*' by Isobel Sanchez.

'Little David grew up in Leicester on the campus of a university, where his father was a professor. As a child, he spent hours in the science library, collating his own specimens and creating a mini animal museum. When he was old enough to go to university, he studied science and zoology - but what he wanted most of all was to be close to the animals he was studying.

So, he started working in television, visiting animals in their natural habitats and telling the world the untold stories of these animals. This moving book features stylish and quirky illustrations and extra facts at the back, including a biographical timeline with historical photos and a detailed profile of the brilliant physicist's life.

Our chrysalis was a huge hit, the children have had so much fun crawling inside and watching the lights twinkle inside. It seemed to really assist their understanding of the butterfly lifecycle.

Throughout the week we touched on the different types of rocks found, sedimentary, igneous and metamorphic. Our activities were all rock and stone related, on our rock balancing table the children were given a range of different shaped, coloured and sized stones and were encouraged to stack them. The art of balancing stones has origins across several cultures. Many people use stacking stones as a way to relax, meditate, create, play and learn.

On our jewel search table, the children used a small hammer and brush to bang out the chalk to retrieve jewels. This was very exciting for the children, they loved the action of hammering away to find treasure! We had discussions on geologists who are scientists that studies the surface of the Earth and what it is made of. As a class we also briefly looked at the layers of the Earth and the way fossils are made. The children are extremely excited for our next topic of DINOSAURS!

Stage 3: Lighting Up Reusable Art



Stage 3: Creating Crystals



Stage 3/4

By Ms Riina Andrew

This week the class extended their previous knowledge of dinosaur bones through a playdough modelling experience. Each child had the opportunity to model and shape a piece of dough to create their own dinosaur bones. Each child was able to use their own creativity and skill to make an individualised piece. The descriptive language used by the children was wonderful to listen to as they created:

- Agastya:** "Stomped the feet."
Alison: "I made so many dinosaur bones."
Andrew: "I made little dinosaur feet."
Ariana: "Dinosaur bone footprints."
Chloe: "Making dinosaur feet bones."
Clementine: "I made a big dinosaur."
Darcy: "The bones for dinosaurs."
Deyanna: "I made a dinosaur with rainbows and bones."
Emily: "I made a big dinosaur."
Emma: "Footprints, footprints."
Everly: "I made it flat and then bones."
Golden: "I made dinosaur bones green."
Grace: "I made triceratops bones."
Harper: "I can make all the bones for all the dinosaur."
Harrison: "I don't know how bones yet."
Jaden: "I can make stegosaurus bones."
Jayden: "I make dinosaur."
Jeremy: played with the dinosaur figures
Kingsley: "I make dinosaur bones."
Lachlan: "I made only one dinosaur bone."
Louise: "I did a middle size dinosaur bones."
Mia: "I made some bones and put the dinosaur and it stucked."
Nicholas: "I made triceratops bones."
Odin: "I make dinosaur bones."
Olivia: "I made a circle with dinosaur bones."
Paige: "I made t-rex bones."
Patrick: "I can make dinosaur bones."
Radha: "I rolled the playdough for the bird dinosaur."
Riley: "I make dinosaur."
Saisha: "I made a circle."
Stephanie: "I made dinosaur footprints and bones."
Yonnie: "The bone."
Yvette: "I just did the dinosaur with the playdough."
Zadie: "I can make a pterodactyl bone."

We also made some lovely dinosaur necklaces from dinosaur shaped pasta. Choosing a brown or white string, the children carefully chose a pasta shape to thread. Some children preferred to thread quickly and others took their time and chose each shape so they could make a pattern with their pasta. The final experience that we completed, was the volcano! Together we stood around the sand tray and watched as the teacher poured red food dye, bi-carb soda and vinegar into the middle of the volcano. The class were all very happy and excited to see the volcano spring into action and were very keen to make it erupt over and over again. It was a great science experience to end the term!

Stage 3/4: Pasta Threading & Volcano Experiment



Stage 3/4: Dinosaur Prints & Bones



Stage 4

By Ms Emily Brazel and Ms Lauren Doughton

As we draw a close to Term 2 2021 we would like to reflect back on the children's learning and engagement from throughout the term. This term we have had so much fun looking at STEM. STEM involves; 'The set of disciplines that work together to understand and model the universe so that people can solve problems through harnessing and manipulating the world around them DET (2012).' These include science, technology, engineering and mathematics. Some of the highlights we had were:

S- Science

Science allows children to question, predict/ hypothesise and experiment with a range of ideas. We started the term with learning how to ask a question then applying that to science. Science weeks also saw us doing a range of science experiments. Our class favourites were making elephant toothpaste, mixing bi carb soda with vinegar, mixing milk with food colouring and detergent and many more. We were very lucky to have Alex K's dad come in and talk to us about his job being a scientist who works in a lab.

T- Technology

During the weeks on technology the children were able to experiment with directionality and spatial awareness. We played games where the children were paired up and they had to direct their partner to a particular object using the vocabulary of left, right, forward, backwards. We also applied the same formula to the Bee Bots (our robots). The children had to make up a set of directions and program that into the Bee Bot to make it move. The children were also given the opportunity to play with Sphero a robot that is controlled by the children through an app on a device, with this the children controlled Sphero and made an art work with it.

E- Engineering

In our class we have a lot of little engineers, the children are; creative and inquisitive they always make new inventions with whatever is provided for them from creating future robots for example: Madison created a robot to clean her mums house or Eleanor L created a robot that waters the garden, to making the new in thing Beyblades out of connectors. We were fortunate to have Stephen's dad come in and talk to the children about his job as a mechanical engineer and how he works at Sydney airport. This was very exciting for the children.

M- Mathematics

The last two weeks we have been looking at mathematics. We provided the children with a range of different materials to achieve basic mathematical concepts such as addition and subtraction. We had many stations set up for the children to engage in shapes, counting, cutting and much more. The highlight of the maths unit was the children were able to pick and trace different objects from around the room. Once they had done that they coloured it in with oil pastels. This activity saw the children taking their time working carefully on their art piece.

Thank you to all the families and children for a great term and for all the families going away this holiday period please stay safe and healthy.

TERM 3: Next term we'll be doing a provocation on Natural Disasters which will include; volcanos, tsunamis, fires, drought and storms. This provocation will be another fun hands on provocation for everybody.

Stage 4: Highlights From Term 2



Stage 4: Highlights From Term 2



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

Reflection Week

Throughout Term 2 the children have displayed so much wonder and excitement as they have explored the world of fairytales. The provocation has seen the children practicing their numeracy, literacy, science, technological, and creative skills. To finish the term the children reflected upon their favourite learning experiences and were given the opportunity to revisit them again to consolidate their ideas and understandings. This included, writing their names with magic beans, practicing counting and sorting amounts while decorating gingerbread men, building castles, re-enacting their favourite fairytales, and building birds' nests from the *Ugly Duckling* story.

To celebrate all the children have achieved and to extend upon their keen interest in socio-dramatic play the children were invited to dress up as their favourite fairy tale characters. This brought much excitement to our classroom and the children loved becoming and interacting with all the different characters we have learnt about this term on our fairy tale journey!

In My Heart

The Stage Four children are already developing their own strategies to control their emotions and sharing these with one another. Navigating emotions is often a very prominent feature in the daily lives of our children, with this in mind we decided to hold discussions with the children about how different emotions can make us behave in different ways and how our actions can affect others people's emotions too. To support these discussions, we explored the book *"In My Heart"* by Jo Witek and discussed how our hearts can experience so many different emotions that range from making us feel "as light as a balloon" to as "heavy as an elephant". The children received a paper heart and every time a mean word was spoken, they had to scrunch it up. Every time kind words were spoken, they had to attempt to smooth it back out. Following this activity, we compared our hearts and discussed how although saying sorry after we speak mean words is the right thing to do, it doesn't fix the wrinkles in our hearts that were made.

As an extension of this interest the children were invited to engage in a discussion about what they love about themselves and draw a picture of it. This has demonstrated the children's capacity to share their thoughts and feelings with others and also speak about themselves in a positive way. Additionally, through these discussions the children gained understanding that sharing their feelings with others creates opportunity for others to support them and acknowledge why they are feeling certain ways.

"The readiness to persevere when faced with unfamiliar and challenging learning situations creates the opportunity for success and achievement"

Stage 4: Loving Myself Reflections



Stage 4: End Of Term Dress Up



My Gym



Piano

By Mr Alan Tang

This week was the last week of Piano lessons at Reddam ELS for term 2 before school holiday. I would like to take this opportunity to revise what we have learnt this term. Children across Stage 4 and 3/4 were given a choice of either learning "Baby Shark" with both right and left hands or "Twinkle Twinkle little stars" with their right hand. With a few exceptions of advanced students learning "Do-Re-Mi" and "Old Macdonald had a farm". Stage 2 and 3 were revised on finding keys and practised their finger exercises to build up their motor skills before the holiday. Stage 1 was exposed to Vivaldi's Four Seasons - Spring, after that I added a little twist by playing in Minor to let them hear the same song in both Major and Minor. The term had been a great term at Reddam ELS, the children showed further development both musically and rhythmically. Looking forward to Term 3, 2021.



Yoga



This week in drama we continued on our theme 'Animals'. Stage 3 were asked "What's your favourite animal?" And Stage 4 were asked "What is your favourite environment?" Some favourite environments included the beach, the jungle, and the snow.

This week in Stage 1, we started with our parachute. Stage 1 are getting better each week at shaking the parachute and following instructions! We sang a couple of verses of 'Old MacDonald' before standing up. I put on some music and asked the children to watch & copy me to become animals in different environments that matched the music. For example, I put on 'Under the Sea' and we became under water animals. We also tried animals in the air like eagles soaring and butterflies flapping, and animals in the African desert like lions, giraffes and elephants.

In Stage 2, we also started with the music activity. I encouraged the kids to show me lots of different animals in each environment. Everyone loved dancing along with the music. We sang 'Old MacDonald' and talked about what animals you find on a farm. I told the children that I was going to be a farmer and they were the farm animals. Everyone had a different animal! We played a game where I told the children to pretend to sleep, and when I looked away, they made lots of noise. I had to go back into the barn to check on my animals 3 times! At the end, I decided it would be much better for all of the farm animals to come and sleep with me in my farmhouse. Well done Stage 2.

In Stage 3 and 4 this week we tried something very new. After warming up with our hello song and the parachute, I asked the children to listen to the story I was going to tell and add in animals and other ideas so we could act it out.

Here is the story:

Once upon a time, there was a group of children who went on a field trip to the zoo. What were they excited to see? (Children shout out animals.) Wonderful! Can you all show me these animals? How do they move? What do they sound like? (Children moved about the room) Well, on this particular day, the children were very eager to see the big cats. You see they had been studying felines. Can you all say the word 'feline?' That means cat. Can you tell me the names of some big cats? (Children listed off lions, tigers, and cheetahs.) Wow! You know your cats. Well, when they arrived at the lion environment, there was no lion! But something very curious was there on the ground. What was it? A pizza! Yes. It was a big pizza box. What kind of pizza do you all like? (The children answered.) They were very curious, so they asked the zookeeper what was going on. Kingsley, what was the zookeeper's name? Mr. Peanut? Okay. Well, Mr. Peanut informed the children that last night all the animals had a big slumber party. They ordered pizza and watched movies and ate lots of cookies. And because they stayed up so late, they are all still sleeping. Just then, they heard a big yawn. Can you all yawn? Isn't it funny that when one person yawns, we all yawn? Well, this was no ordinary yawn. It was the lion! He came crawling out of his den and what was he wearing Thomas? Yes, he was wearing pyjamas. What did these pyjamas look like Jeremy? Yes, they were red and white polka-dotted. So fancy! And that my friends, is the story of The Lion in the Pyjamas.

I was so impressed this week with every group. They all did so well that they earned a stamp.

Drama

