



REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM

ELS

30th July 2021

Principal's Message

By Mrs Simone Cooke

Dear Parents,

What can be more important than raising children who are caring and nurturing towards others. I was so proud this week to see our Stage 4 preschool children being so considerate and helpful to our younger children, when they came together to enjoy a lovely outdoor picnic together.

It is so fitting that we are celebrating 'Kind July' this month and that our children are so eager to assist the younger members of our school and set good examples of how to treat others. Moving children away from being focused on "me" and "mine" means modelling the use of inclusive language ourselves. It is about having conversations with our children where we talk to them about treating others in the way they hope to be treated themselves. This means asking our children to put themselves in other people's shoes and imagine how they would feel if they were treated a certain way. At Reddam from an early age we focus on building an understanding of making "good choices" rather than "bad choices", reinforcing the importance of sharing, taking turns and caring for our friends. It is important that we positively reinforce our children when they do something considerate and loving to others, whether at home or school. By acknowledging and praising these actions our children are more likely to value kindness and compassion as important attributes and will imitate these in their everyday interactions.

Pre-schoolers are of course renowned for their tendency to be self-centred, which is why it is so important that we provide them with opportunities to assist others who need help.

Observing our Stage 4 leaders showing so much compassion and care for our little ones as they helped them with eating and drinking their meals, climbing on the equipment and gently guiding their play really was inspiring to us all and was very affirming

Principal's Message Continued...

for our teachers that our Reddam children already understand the importance of empathy and compassion.

Encouraging all our children to build positive relationships with others assists in building 'social competence'. By showing care, respect and empathy for others, our children begin to learn in turn to self-regulate their own emotions and control and negotiate their interactions with others.

If we follow our Stage 4 children's lead and show little acts of kindness to others this month, we can all enjoy a Kind July.





Stage 1R

By Ms Amanda Felton

Welcome back to Term 3 !

We started off the term by exploring all things sensory...the children have been loving spending time with many of the activities which make sounds such as our instruments and trucks. They have enjoyed imitating the sounds that the cars make and have been actively engaged in pushing the trucks around and driving on their own little cars. As the children were using their imaginations so creatively we decided to extend upon their interest and introduce an engaging visual experience... night time construction! And wow! This was a real hit. Everyone had so much fun as they explored the lights in the box , that was constructed to represent a night time experience and the stars in the sky . Some of the Babies reached out for the stars and others were just happy to sit and play inside the large box with their trucks. We then transferred their understanding of night time construction into a collaborative painting. The Babies learnt to share and identify with others by turn taking. We were so impressed with how well they are willing to share .

We have also taken advantage of this beautiful weather to head out to our outdoor playground and enjoy riding our bikes in the sunshine and extending our gross motor skills.

Well done Babies, it's a great start to the term.



Stage 1R:



Stage 1R: Circle Time



Stage 1E

By Ms Justine Heydra

Welcome to Term 3 in Stage 1E, this term we are exploring the wonderful and exciting provocation – Community Helpers.

During our vacation care period we gave the children various opportunities to pick toys and activities and self select items of interest. Many of the children displayed an interest in different "community helpers" activities with doctors and fire fighters being some of the top choices for them to explore and play with. We also revisited and discussed the importance of hygiene and washing our hands due to the latest covid wave. As a result, all of these elements came together and our Term Three provocation "Community Helpers" was created.

During this term , we will be exploring five main occupations including doctors, vets, chefs, firefighter/police and construction. Over the course of the term we will be focusing on each one of the occupation for two weeks. At this stage of their development, children require a considerable amount of repetition to use and revisit skills in order to make connections between ideas and build strong foundations for lifelong learning.

This week our main focus was exploring "inside" the human body, our first sensory activity was a representation of white and red blood cells. The children loved exploring this concept through touching various textures and they thoroughly enjoyed playing with our Jumbo waterbeads (Representing red blood cells).

Our second sensory table activity was an organ matching puzzle. The children each had the opportunity to match different cut outs of human organs onto a picture of the inside of the human body. The children were very fascinated to see what lays beneath their skin.

Our art activity consisted of a detailed discussion on the organs inside our body which the children could pull apart and explore on our manikin . The children then painted their art piece by using different colour paints, cotton balls and Q-tips to create their "Inside" the human body art. The children all loved this activity and were all fascinated by our manikin.

Our literacy focus was a delightful book, Dr. Seuss' famous Cat in the Hat explains to young readers all the different ways to stay healthy. "From the top of your head to the tips of your toes, learn all about health from a cool cat who knows!"

Wishing you all safe and wonderful weekend

Stage 1E: Doctors — Blood Cells & Organ Discovery



Stage 1E: Inside The Human Body



Do You Like Green Eggs and Ham?

Over the previous two terms one of the children's favourite activities has been story time. Each day around mid-morning the when the children sit for group time, we are inundated with requests to read their favourite books! Before they've even taken their places on the mat they are asking for 'The Scary Monster', 'Gerald Giraffe', 'The Pigeon Drives The Bus', or 'The Piranha Eat Banana' book. In response to this we have decided the theme of the term three learning programme will be an exploration of the world of books, with each week focusing on beloved classics and the children's favourites.

Our first book was "Green Eggs and Ham" by Dr Seuss. While longer than our usual picture books, this story is great for younger children as it is full of rhymes and repetition which makes it easy for them to remember. It is also a great springboard for class discussions, particularly for picky eaters! At the end we find out the grumpy main character has never even tried green eggs and ham, so how does he know he doesn't like it!?

This has been adopted into our mealtimes, when children are offered foods they might not like the look of. Through this we have gotten most of the children willingly eating their celery, capsicum, green beans and other less popular fruits and vegetables! We are sure to let them know if they don't like it they don't have to finish it, but they are given lots of positive reinforcement for having a go which usually encourages them to try again!

Our table activities have been sensory activities inspired by the book. We made green playdough and used our pots and pans to cook up some green eggs and ham, as well as create whatever the children chose to. Charlie P made green sausages, Claire baked a green cake, and Caelie built a green snowman! Another learning station had the children playing with green eggs and slime. They loved squishing and squeezing the slime through their fingers, and filling the eggs up!

For our art we made a cracked egg splatter painting! They chose their colours and placed dollops of paint on the page. These were covered gently with a cotton round to resemble eggs, and the children were given a wooden hammer to give the eggs a whack and watch the paint underneath splatter everywhere! This was a great process art activity, where the act of creating the art was just as important as the finished product. It also encouraged them to think about concepts such as cause and effect, as well as refine their coordination and aim and they brought the hammer down!

Stage 2R: Exploring Green Eggs & Slime



Stage 2R: Cooking Green Eggs & Ham



Stage 2R: Cracked Egg Splatter Painting



Welcome to Term three. The Stage 2 has now become Stage 3 and the room has been filled with excitement over the last two weeks. The children have keenly been exploring the new environment set for them by their teachers. Through the lens of Reggio Emilia approach, we highly value the relationships between children and their classroom environment. We see environment as the 'third' teacher and recognise the importance of having a flexible space where environment must allow space for working individually or as group. "Being flexible with space, time, and materials and in the way people relate to each other and their work is essential" (Kam & Eddeck, 2010). Considering the environment in ways that are intentional and purposeful assist in mastering encounters, and encourage communication, which creates environments filled with natural light, order and wonder.

As our children are getting older, they begin to think about things beyond their own experiences. During the past weeks, children have been raising questions on sky and what is in it. To fulfil their curiosity and desire of knowledge, we therefore will be exploring Outer Space as our provocation. With countless opportunities for their imagination to run wild, this Outer Space provocation helps foster language development, curiosity for the natural world, numeracy, cause and effect and fine motor skills.

To begin our learning, we set up different learning stations where children had the opportunity to explore outer space. The galaxy sensory tray provides countless opportunities for imagination. During the experience, children were also having a lot of verbal communication among their peers and with teachers. Children had the opportunity to experiment and explore their outer space using different resources. The Balloon Stamping Solar System allows children to be creative and make up their own planet; the sparkles galaxy writing provides children with hands-on experience to create different patterns, shapes and even writing letters on the sand. Here are some of the conversations that children had during the experiences,

Leo G: "Saturn is my favourite planet because it is my favourite colour."

Annabelle S: "This is where I live, in this planet."

Tianze: "Astronauts go to space in rocket ships."

Henry: "Aliens live in a spaceship, and I live on planet Earth."

Ari: "I love Planets because they are circle."

Valentina: "I am going to bring Alex on my planet."

Matthias: "I love the biggest planet."

Stage 2/3: Balloon Stamping The Solar System



Stage 2/3: Exploring Space



Stage 3

By Ms Emily Chacon

Welcome to Term 3! As I'm sure all of you are aware now, our provocation for this term is DINOSAURS! We began our topic by asking ourselves the question How do we know that dinosaurs used to be alive? We realise the answer was simple. We found their bones. This led us into researching palaeontology and exploring the range of different fossils that have been found all around the world.

The children spent the week finding and creating their own dinosaur bones. On our exploration table the children were encouraged to use small brushes and sticks to dig out the salt dough bones underneath. This experience promoted dramatic play which teaches and promotes expressive language. The children were inspired to communicate their ideas to their peers and therefore, were learning to speak from the perspective of their pretend roles. Dramatic play is often a good avenue for children who are shy or with low self-esteem to participate in a group.

For art the children began creating their dinosaur fossils. Firstly, they painted their background to symbolise the dirt, then using a white paint pen they drew their desired skeleton. Our wall looks amazing with our Tyrannosaurus Rex, Diplodocus and Stegosaurus' all over it.

Through our literacy sessions the children have continued to sing their jolly phonics song. This song has really assisted the children in understanding and remembering the sounds of each letter. We have begun to play a fun game called 'man in the house'. The rules are exactly like 'hang man', which I'm sure we all played in primary school as children. The children love this game and it has really engaged the children in sounding out words and being even able to read short, three lettered words. It has been amazing seeing the children engage in this experience, from seeing them as little babies last year to now sounding out words! It is such a privilege to be a part of each of their learning journeys.

I am excited to see where the children take their learning throughout the remainder of the term!



Stage 3: Dinosaur Fossil Art



Stage 3: Creating Dinosaur Bones



This week we are starting our new provocation of coding. The children have all been very excited to see the displays around the classroom of the robots and Bee-Bots and have been full of questions regarding how we make these items move. I have started to teach coding using positional language through stories, games and songs and will move into greater depth of coding over the next few weeks. Below I have answered some simple questions that you may have regarding this topic.

What is coding?

Coding is telling a computer (or website or app) what you want it to do.

What are the benefits of learning to code?

- Coding helps teach problem-solving skills.
- Coding helps children develop new ways of thinking by breaking up big problems into smaller steps.
- Coding helps take the fear out of making mistakes and teaches persistence in finding a way to solve problems.

What does coding look like for preschool children?

At the preschool level, I am laying a foundation for children to think like a computer programmer, without the need of a computer or technology. As young children learn best through play, coding should be hands-on and fun. By making it a game or incorporating different hands-on toys can engage young children in learning the steps to thinking like a programmer.

Teaching children how to code has numerous benefits and advantages that go well beyond programming a computer. Coding teaches skills such as learning to problem solve efficiently and helping to develop persistence, resilience and determination which are all highly sought-after skills in the workforce and in life in general.

What is Positional Language?

Positional language words refer to where things are positioned or where they appear in relation to other things. Teaching children positional vocabulary through games and activities will help them grasp the concepts and give them some early mathematics and geography skills. Having an understanding of position in space and how things are positioned relative to each other is part of a child's visual perception and cognitive development.

Positional words that we are learning include above, before, behind, below, beneath, beside, between, by, down, far (from), in, inside, near, next to, off, on, outside, over, through, under & up.

How do You Teach Positional Language?

Children learn with their bodies and are hands on. Because of this, games and songs are the most meaningful for teaching children vocabulary of any kind. Children need to experience placing something on a chair, drawing something on a chair, or sitting on the chair, themselves. This way of learning was the inspiration for our first activity of sitting the teddy bear in different positions using a chair as a prop. It was a great start to Term 3 and the children really enjoyed this new provocation.

Stage 3/4: Exploring Coding



Stage 3/4: Computer Coding Roleplay



I would like to welcome you all back for another fun and exciting term. As you are all aware we will be investigating Natural Disasters, focusing on volcanoes, floods, tsunamis, drought and fires. By learning about natural disasters it gives the children a sense of what happens in the world. It is also exposing them to real life situations. This provocation has led us to planning another fun, hands on provocation that all the children will be able to engage in. In a supportive active learning environment, children who are confident and involved learners are increasingly able to take responsibility for their own learning, personal regulation and contribution to the social environment. With this in mind it is an area we will be working on this term as a class to ensure that the children learn to become more confident and are responsible for their own learning.

During the week it saw us participating in many hands-on activities. We were also able to create an art piece that is on display for you all to see.

For this artwork the children were all placed in a spot on the floor with all the resources they needed to create the artwork. Step by step Lauren went through all the steps one at a time ensuring that each child had the time and support that they needed to get through the activity. This art piece is made with many materials, such as charcoal paint, glitter, oil pastels, crape paper and markers. At the end of the art lesson the children were all very happy with their art works.

Another area that we looked at is the names of the different parts of a volcano. As a class we discussed each part of a volcano and from this Ciara conducted a lesson where the children had to draw their own interpretation of a volcano then they had to use the words provided to them to label their drawing. By incorporating literacy into the children's artwork they were able to extend their vocabulary and understanding of volcanoes.

The children love science, so during the week we provided them with an activity of putting water with food colouring onto a lemon that had bi carb soda on it and we had to watch and predict what would happen. The children loved this experiment and they were asking questions to each other; why does it happen?, did your lemon fizz?. Together amongst themselves they would discuss their answers to one another.

Reminder:

I have loved seeing the children engaging in the home reading program and coming to school so enthusiastic about it. But just a quick reminder that we are not able to send your child's home readers home without a folder. So please if you would like your child's book to be changed we do need the folder to ensure it is kept safe.

We would like to say a huge hello to all the families and children that have decided to do online learning. We hope you are all staying safe and are well. We hope to see you back at Reddam soon.

Stage 4: Exploring Natural Disasters



Stage 4: Creating Science Fun



Stage 4: Science Fun



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

Wishing our wonderful Stage Four families a big welcome back to Term Three! We hope you are all safe during this challenging time and we are missing our students who have decided to participate in online learning. This term, we will be exploring different elements of farming.... starting off with Poultry Farming!

Poultry are birds that people raise for meat, eggs and feathers such as chickens. Poultry is one of the largest agricultural businesses in the world! Poultry farming is important and diverse as eggs and meat are part of health and diet for the larger population all over the world. This week Stage Four engaged in a range of activities surrounding poultry farming. We tried to ensure that a range of these activities could be participated in from home for our Stage Four children engaging in online learning.

The Chicken Problem

This week we read the book *The Chicken Problem* by Jennifer Oxley and Billy Aronson. The children discussed how they would get the chickens back into the coop before engaging in a mathematical task. Stage Four children developed their fine motor skills and one-to-one correspondence through the use of pegs and pom poms (symbolic of chickens). The children picked up the pom poms using their pegs and herded the chickens back into their "coop". Once the children were happy with the amount of "chickens" in the "coop", they had to count them and add the correct peg to the coop showing the number of overall pom poms caught.

Creating Chickens

This week Stage Four children explored the anatomy of chickens. After the children became familiar with a hens anatomy, they were invited to use a range of materials to create their own representation of a hen, rooster or chick. The children were encouraged to make their representations as factual as possible and they came up with some beautiful creations! The children were also invited to create an artwork of chickens using their handprints and the results were very imaginative.

Chicken Coop Dramatic Play

Stage Four children transformed into farmers this week with our dramatic play area. The children helped Miss Maddie create a chicken coop out of cardboard and then "fed" the chickens and collected the chickens eggs throughout the day. It was wonderful listening to the conversation between children regarding information collected from class discussions about what they were "feeding" the chickens and why and what they would use the eggs to make.

Stage 4: Counting Chickens In The Coop



Stage 4: Creating & Interpreting Chicken Art



Stage 4: Farm Yard Friends

