



REDDAM
ELS
6th August 2021

REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER

Principal's Message

By Mrs Simone Cooke

With the Tokyo Olympics currently underway we have been taking advantage of the beautiful weather and the children's growing interest in sport to take every opportunity to get outside and run, climb, dig and explore. With so much time spent indoors during lock down it is vital that we provide our children with opportunities to expand their gross motor skills and offer opportunities to capitalise on the children's interest in exploring new sports.

Here at Reddam we believe it is important to expand the children's skill development in an intentional way and therefore we incorporate Fundamental Movement skill sessions into our daily programmes. These fundamental skills are important for young children to develop in order to be competent in their physical development. These include locomotor and non-locomotor skills such as rolling, balancing, sliding, jogging, running, leaping, hopping, dodging, galloping and skipping. It is also important that children learn object control skills such as bouncing, throwing, catching, kicking and striking. In addition to running specialist classes in Physical Education, Yoga and Gymnastics, each week our teachers focus on building specific skills so that our children over the course of the year have the chance to learn how to gallop, throw and catch a ball, side-step, skip and climb. Incorporating equipment such as hurdles, hoops, balls, tunnels and climbing frames encourages the children to also incorporate this into their play and gain confidence in their physical abilities.

We are additionally also teaching our older children a range of outdoor games such as 'What's the time Mr Wolf?', 'Fruit Salad', 'Sardines', 'Tunnel Ball' and 'Duck, Duck Goose', which promote active play and build a game repertoire that they can draw upon when they head off to Primary School.

Outdoor Water and Sand play also offer wonderful opportunities for skill development such as pouring, sifting and moulding. Sand play is particularly good for exercising children's fine motor skills and strengthening muscles. Learning how to hold a shovel in their hand or attempting to lift a bucket filled with sand or water or moulding wet sand

Principal's Message Continued...

all strengthens important muscles in your child's wrist which greatly assists with later handwriting development.

Participating in sport and outdoor play also teaches children the importance of self-discipline, perseverance and teamwork. The Olympic Games is a wonderful time to talk to our children about setting goals, discussing winning and losing and encouraging them to try a new skill (perhaps not BMX riding just yet!). Who knows we may have a new Olympian in our midst, ready for the Brisbane games.



Stage 1R

By Ms Amanda Felton

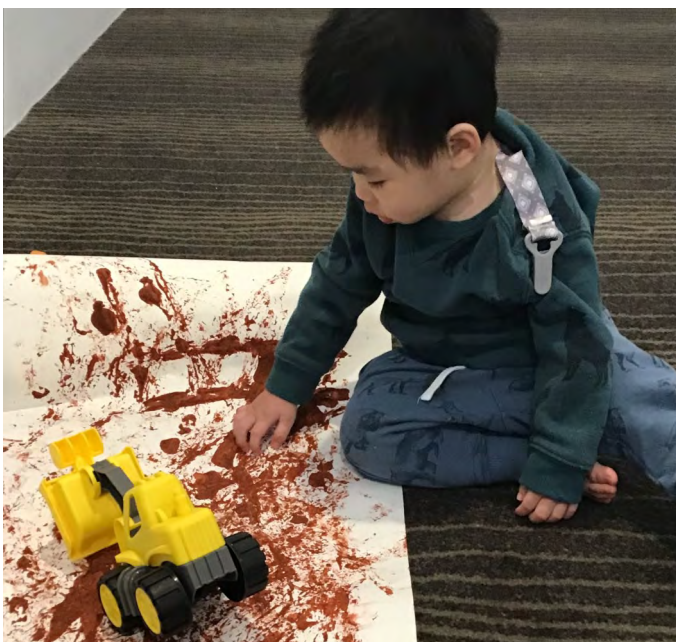
Mud, Mud Glorious Mud!

It is time to get messy! With mud construction, our wonderful Babies got very involved in construction this week and really enjoyed themselves with the digger. They extended their understanding of how construction is done. Applying the digger to the sand and beans, touching and pointing to the materials and also picking up the truck to make movement like a real digger would do. The Babies took their digger on an adventure in an interesting mud painting experience and didn't we have fun as they ran the digger over the muddy paint. After the painting was dried the Babies took the opportunity to feel the dried paint which is in itself a sensory experience.

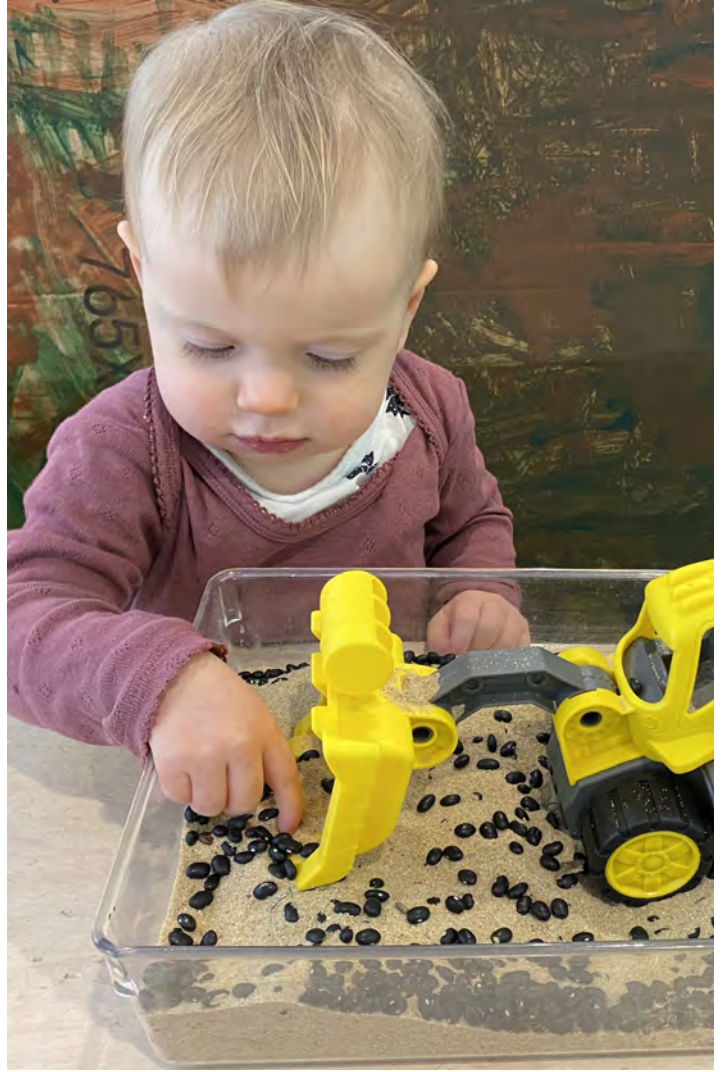
We also took advantage of the beautiful sunny weather and the lovely large outdoor playground to have lots of outdoor play this week. We were very excited to see that the obstacle course had been set up and we all took turns to use the slide, ride on the bikes and run, run, run!



Stage 1R: Digger Mud Artwork



Stage 1R: Exploring Diggers



Stage 1R: Playing With Friends



“True play is child-initiated and child-directed. It can occur on a blank playground. It can occur with a few tires. Children can play – and do play – when all they are given is space and time.” Heather Shumaker

This week in Stage 1E we continued our Community Helpers provocation learning about doctors. The children enjoyed our sensory play activity exploring the shapes of our eyes and using red sand to represent blood. We discussed the function of our eyes and named different objects we could see that was near and far, thus focusing on long and short distance sight. This week we also explored a cognitive activity where the children had the opportunity to create and make faces using a variety of different facial features. The children loved this activity as they could make and create funny faces after we discussed and correctly placed eyes, nose, mouth and eyebrows.

As part of our dramatic play corner the children engaged in imaginative play by pretending to be doctors and patients. The children enjoyed wrapping one another up with bandages and checking one another's temperatures. The social interaction between the children is exploding and developing on a daily basis. The children love playing together and have such adorable conversations amongst each other. During the children's play sessions, it was very interesting to observe the different skills that the children used through sociodramatic play. It was also insightful to observe their perspective on what happens at a visit and how caring and nurturing they were with one another.

The children also enjoyed a fun band-aid activity, where they had the opportunity to place a band-aid on their baby's wound. This exercise encouraged fine motor skill development as the children had to open up the band-aid and place the band-aid on their baby while handling the stickiness of it. The children all showed different emotions in the process of helping their babies and enjoyed watching and helping each other.

Our focus song this week was "Them Bones" which is a lively and catchy song based on the different body parts and what other body parts they are connected to. The children all participated and had so much fun dancing and singing while learning more about the human body.

Wishing you all a wonderful weekend.

Stage 1E: Community Helpers — Doctors



Stage 1E: Dramatic Play—Doctors



Stage 1E: Playing Outdoors With Friends



“A long way out in the deep blue sea there lived a fish...”

The Rainbow Fish

We continued our journey into the world of books by reading *“The Rainbow Fish”* by Marcus Pfister. This is a beautiful book full of gorgeous illustrations that teaches children about the importance of friendship.

We used this book in our group times to talk about sharing, which is a concept that many young children often struggle with! The allegory of the sparkling scales is easy for children to understand and apply to their own lives, and the class agreed that while it may be nice to have the most toys, sharing them with everyone make us all much happier and gives us many friends to play with!

To construct the world of the Rainbow Fish we made small batches of playdough in blue, green, purple and violet, and combined them to make a jewel-toned coral reef! Within this the children found colourful fish and small sea creatures, as well as sparkling gemstones.

They used their fine motor skills to build homes for the animals, and we observed the different ways in which they approached the task. Some adorned their habitat with the jewels, while others created hidden treasure troves.

We also used the small fish and gems in a sensory experience, where we set up small trays of blue gelatine. As they played we asked them to think the funny texture and describe what it felt like in their hands. We also noticed the different strategies each child took as they explored the provocation.

Some focused on the fish, making them swim around or leap through the air, or engaged in dramatic play by assigning characters to each fish and playing out scenes. Others took a mathematical approach, picking out fish and gems and cataloguing them by colour and size on their mats.

For our art project we made collages inspired by the Rainbow Fish's beautiful scales. First we made pots of different shades of blue paint. The children were given a broad brush and they began painting. Once they were happy with their progress we gave them a tray full of colourful 'scales' to decorate with as they pleased! These were small pieces of colourful tissue paper, cellophane, sparkly cardboard, aluminium foil, and purple glitter. The results were beautiful, and the school of rainbow fish is now on display on the walls of the classroom!

Stage 2R: Rainbow Fish Artwork



Stage 2R: Creating Playdough Rainbow Fish



Stage 2R: Under Water Discovery!



Stage 2R: Playing Outdoor With Friends



Stage 2/3

By Ms Fion Tse

To extend children's interest in space, we provided more opportunities for the children to explore the Solar System. We explained to the children that Our Solar System is in the middle of a group of stars we call the Solar Neighbourhood. The central star of the Solar System is called the Sun and it has eight planets which orbit around it. The children learnt the order of the planets from those closest to the Sun to farthest away, they labelled Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. We also discussed that Pluto is no longer called a planet but is instead a dwarf planet because of its size.

As our focus this week was the Solar System, the children were invited to explore solar experiences. We had a sensory play tray with playdough and little astronauts' figurines. This experience provides a hands-on experience where children can use their imagination as well as symbolic play to re-enact our universe and the environment of different planets. There were a lot of conversations and excitement going on during the experiences which also helps in fostering children's language and social development.

Another experience we did was painting our planets. It was a creative art experience where children could use their creativity and imagination to make their very own special planet. They were very engaged in the experience and loved to share their unique planet with their peers and teachers.

During group times, we looked more deeply into the solar system and the characteristics of each planet using songs and books. We love planet Earth because it is the planet that we are living on; we love Jupiter because it is the biggest planet of all; we love Saturn because it has a ring on the outside. The song we sang also has a very catchy rhythm which makes it easy and recognisable for the children. They loved to sing along as well as doing all the actions together. By the end of the week, I was so proud of all children that they now know the names of the planets in our solar system.



Stage 2/3: Astronaut Sensory Play



Stage 2/3: Solar System Sensory & Artwork



Stage 2/3: Outdoor Play With Friends



Stage 3

By Ms Emily Chacon

Dinosaurs

This week the children have been learning all about Volcanoes, how they are made, their features and what they do. It has been an amazing week of research, experiments and group tasks.

We would like to thank Miss Lauren and her stage 4 class for coming in to teach us everything that they have been learning. Stage 4 have been looking at natural disasters and they had just completed their week on volcanoes. Miss Lauren came in and showed us the basic labels on the structure of a volcano. The children then broke off into small groups, the stage 4 children helped the stage 3 children to draw and label their masterpieces. This experience was a wonderful way for the children to further develop their social and emotion skills and furthering their ability to work in small groups.

To further assist the children in their understanding we created our own volcano using a glass bottle, play dough, baking soda, vinegar and red dye. We moulded the playdough to the bottle and poured the baking soda inside, then by mixing the red dye in with the vinegar, we create lava. When baking soda is mixed with vinegar it causes a bubbly reaction that overflows and looks like lava. The children loved this experience, asking to do it over and over again.

To follow on from this experience, the children were invited to create their own reaction in a flat tray with baking soda covering the bottom. A jar of red vinegar and a dropper was on hand for the children to drop it into the powder. The children were so excited to see the bubbly reaction again.



Stage 3: Collaborating With Stage 4



Stage 3: Volcano Experiment



Stage 3: Outdoor Playing With Friends



Stage 3/4

By Ms Riina Andrew

This week, we started to really get into the world of coding. The children have all been very excited and very receptive to the new challenges that have been presented to them. Continuing on from last week, we have revisited positional language and are still becoming familiar with left and right and other positional language words. To enhance this learning, we decided to play positional games, songs and collage experiences.

Positional Language Games

Making learning fun was the way we participated in our positional language game this week. Using the game 'Twister', the teacher gave an instruction, for instance, left foot on yellow, right hand on green, and the children placed that body part on the corresponding coloured spot. The game was played two at a time, which helped the children to focus and hypothesize which hand/foot was left and which one was right. It took most of us a few turns to get the gist of the game but once we understood the rules we played with gusto and requested to replay the game over and over again challenging each other to play.

Positional Language Songs

Songs and music help to form a connection between body and mind for learning. This makes music a strong choice to practise positional words with children. Our favourite song is 'Hokey Pokey'. The words to the song can be changed to include different body parts and use different sides of the body, all the while dancing and moving to the music. The children are learning in a fun way and being physical at the same time!

Positional Language Cut and Stick

We also incorporated collage into our activities using coloured arrows. Children love glue sticks and scissors, so we used that inclination for cut and stick positional language fun. The children were given positional language to guide them in where to stick their arrows, such as, stick the blue arrow above the red arrow, stick the yellow arrow on the right of the green arrow etc. It was a challenge at first remembering our left and right but when we were assisted by the teacher to think through the instruction first it became easier to complete.

A great week was had by all and we are missing our online class mates very much!

Stage 3/4: Twister & Hokey Pokey Fun



Stage 3/4: Creating Position Art



Stage 3/4: Outdoor Play With Friends



***Stay active, keep your inner fire burning and it's OK to let off steam,
Go with the flow and Have a blast! - Volcano***

Throughout the week we used this motto to get through the children's learning and understanding of volcanos. We challenged the children's thinking around the topic of volcanos by researching different volcanos from around the world and looking at different active and non active volcanos.

We dug deeper with our learning about the different layers of the earth and what came with this. By the end of the week the children were able to tell us what each layer was and what each layer is made up of. To re-cap on our knowledge the children went to Stage three (who are also learning about volcanos) and each child taught something they learnt about volcanos to the Stage Three children. From this each child was put into groups and placed with a teacher. The stage Three children were asked to draw a volcano and the Stage Four children had to label the volcano. This class collaboration was good for the older children to mix and learn with the younger children.

This weeks literacy activity was children were asked to write one sentence in their literacy books. The question; "What did you learn about volcanos?" Was posed to them.

Some of our results were;

"Volcanos have a magma chamber," said Ava.

"The magma chamber is what holds the lava," said George.

"Volcanos are made by plates going underneath," said Finn.

"Volcanos explode when they are active and the lava is hot," said Cody.

"Volcanos can be under the ocean," said Madison.

The activities that were great interest was the sensory activities which included red playdough and mini dinosaurs. The children created habitats for the dinosaurs it was so nice to see the children engaging in this activity and seeing how creative they became.

We also created our own volcano out of sand, bi carb and vinegar. The children each had their own tub of sand to build their volcano and a small glass of vinegar to add to the bi carb. The reactions from this activity lead to the children to discussing what a real life volcano would do.

Another activity that the children enjoyed was using the lego to create a volcano. This allowed the children to use their fine motor skills to create a their volcano. Fine motor or finger gym activities strengthen children's fingers, muscles and bones in their hands and wrists, this assists in further development of writing, drawing etc.

Next week sees Stage 4 looking about storms and weather patterns. Stay tuned for some fun and amazing activities. To all our families at home myself and Stage 4 are missing you all and we are all hoping that you are well and staying safe.

Stage 4: Creating Playdough Volcanos



Stage 4: Exploring Volcanos & Lego



Stage 4: Outdoor Play With Friends



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

What is dairy farming?

The beginning of the week saw the Stage Four children discover what dairy farming is. The children learnt about how dairy farming is type of agriculture that is focused on producing milk. Additionally, the children discussed how milk can be used to produce dairy products, including cheese. Producing milk has been part of farming for a long time and in the last century dairy farms have become more specialised and technologically advanced.

As the Stage Four children explored dairy farming they became involved in many class discussions surrounding where milk comes from. Some of the children shared their knowledge about what cows can give us;

Meat – Noah
Chocolate – Daniel
Milk for cakes and cookies – Meera
Ice cream – Amelia
Cheese – Isola
Milk for cereal – Leo

To continue our investigation of where milk comes from Stage Four engaged dramatic play and re-enacted real life farming processes this week as they pretended to milk cows by hand!

Cow art works

As an extension of the children's interest in dairy farming and cows they were invited to create their own mixed media cow artworks. After spending time observing and researching what cows look like Stage Four used black markers to draw a portrait of a cow. As the children drew their cows they paid close attention to detail to ensure that they had included all the cows' features. Next, to add colour to their beautiful drawings the children added colourful flowers made of tissue paper. The Stage Four children are so proud of their artworks and have expressed their feelings of being experts in dairy farming after all their research this week.

What is sheep farming?

As Stage Four explored sheep farming they delved into the farmer's role in caring for animals and the types of produce we can farm from sheep. The children explored a literacy text that introduced them to the different names sheep are given, including; ewes and rams. The children shared their knowledge about what sheep can provide us with.

Stage 4

By Ms Maddie Criss and Ms Sarah Ross

What do sheep provide us with?

Fluff – Viviane

Wool – Sofia

Sheep fur can be made into blankets to keep us warm – Harvey

Meat – Noah

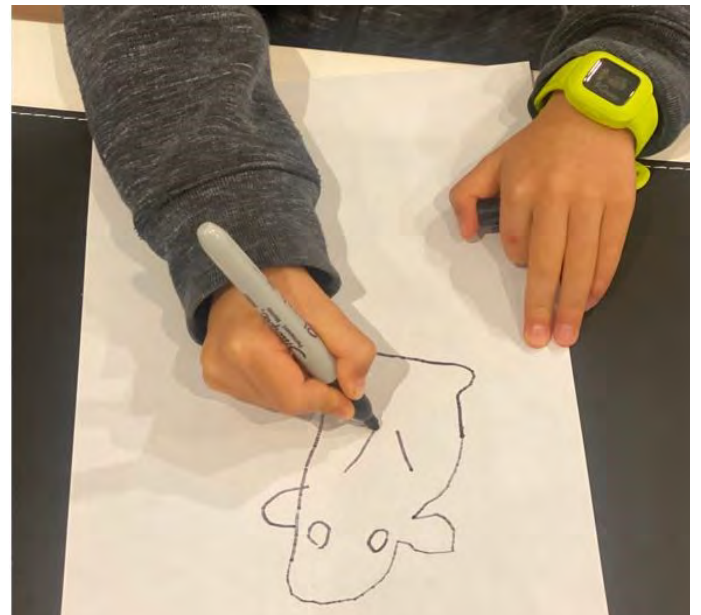
As an extension of this interest in sheep the Stage Four children created their very own sheep artworks.

Farm writing activity

The Stage Four children practiced their reading, writing and letter formation skills as they used pencils and crayons to write words related to farming. This activity additionally supported the children's vocabulary development as they learnt about different housing, tools and machinery on farms.



Stage 4: Farm Animal Portraits & Milking Cow



Stage 4: Playing Outdoor With Friends

