



REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM

ELS

20th August 2021

Principal's Message

By Mrs Simone Cooke

Dear Parents,

This week we celebrated National Science Week at Reddam. The theme for 2021 was "Food different by design". The intention of this year's activities was based upon Sustainability and promoting Fruits and Vegetables for young children. This encourages the children to explore broad ranges of food production and 'hands on' research. Our children in Stage 4 have been

very engaged in exploring various types of farming from beekeeping to fruit and vegetable farming and dairy farming.

Our younger children have been discussing the importance of plants and learning how plants germinate and grow from seeds and how some plants can even grow from cuttings, by establishing roots. The children have been very intrigued to learn that plants need food and water to grow, just as we do and that they get this from the soil that surrounds their roots and the sunlight and water from the sky. Learning about the shapes of leaves and inspecting their veins, colours, textures and smell, all build a greater understanding of how important plants are to our world.

In Stage 2/3 the children have been engaged in Super Space Science, exploring the phases of the moon, building crazy craters and constructing space rockets. Whilst in Stage 3 & 4 the children have been building their own exploding volcanoes, observing how clouds are formed and where rain comes from. This involves looking at cause and effect and our natural environment.

Another practical experiment that the children engaged in helped them to learn about growth and bacteria and the importance of washing hands, surfaces and even fruit and vegetables before eating them. By setting up a "Germs that Glow" experiment the children learn first-hand how germs that they can not usually see are transferred from person to person. This is a good activity for young children as it is often diffi-

Principal's Message Continued...

cult to explain that micro-organisms can be on our hands even if they don't look dirty and we can't see them. Particularly in times of pandemic when we are reminding our children to constantly wash their hands, this provides them with a greater understanding of the need to regularly wash away germs.

Whilst the children at school are engaging in a wide range of science discoveries this week from discovering how clouds are formed to how bees use pollen or what moon rocks are made from, we invite our friends at home to engage in their own science activities with Mum and Dad. Please follow the links below and try explore " Groovy Gravity – fastest fall " , "Colourful Chemistry – Fireworks in a jar " or " Beautiful Biology – Camouflage race.

There are so many exciting activities for the children to explore using simple items found at home.

- https://www.scienceweek.net.au/wp-content/uploads/2020/03/Science_Week_Early_Childhood_ideas_WEB.pdf
- <https://littlescientists.org.au/tag/national-science-week-2021/>
- https://www.scienceweek.net.au/wp-content/uploads/2021/03/Food_different_by_design_teacher_book.pdf
- <https://www.scienceweek.net.au/>

This weekend when you are all trapped at home, why not try one of these exciting activities and be sure to send me through a photo of your experiments.

Wishing all our little scientists a wonderful weekend of discovery.



Stage 1R

By Ms Amanda Felton

We are full steam ahead as we roll our way through more construction. The Babies really enjoyed themselves this week as they got out the rollers and paint and worked together on a action packed painting activity. Everyone demonstrated wonderful sharing during this experience. The Babies also were invited to play on the pretend crane. This was as an experience that connected them with the wider community and the Babies really had fun pretending to drive a crane. Joining in collaborative play together helps our little ones which to connect to their wider community and build friendships. This is all more important that ever before when this is their only opportunity to socialise with others beyond their immediate family.

We have also been very active this week with our well-being as we explore the front garden, inspect the plants and play on the equipment. Taking opportunities to watch, observe and interact with the older children. This is wonderful for their overall development and learning how to communicate with an older age group, particularly as many of our Babies do not have older siblings. It has been another amazing week and we rejoice in watching each of you learn new skills, grow, communicate and thrive!



Stage 1R: Construction Art



Stage 1R: Driving Cranes



Stage 1E

By Ms Justine Heydra

“I think the best thing we can do for our children is to allow them to do things for themselves, allow them to be strong, allow them to experience life on their own terms... let them be better people, let them believe more in themselves.” Joybell C

This week in Stage 1E we discovered the wonderful world of Chefs. Benefits of learning about cooking with toddlers increase language development, fine-motor skills and maths skills. In preparation for our cooking experience next week we have discovered and explored what ingredients go into making a pizza and how we have to follow step by step instructions when making something. Cooking also introduces children to scientific concepts and teaches children important life skills. This is also a great activity that can be enjoyed with your little one at home.

Our song this week was *“Cooking in the kitchen”* which the children loved listening to while enjoying our “kitchen” dramatic play corner. The children used their imaginations and pretend play while being chefs and making meals for one another. We increased our vocabulary, naming different foods in the kitchen as well as different utensils and equipment.

Our first sensory activity was rainbow spaghetti, this activity was loved by all the children as they were fascinated by the bright colours and texture of the spaghetti, especially the slippery feeling of the spaghetti through their fingers. We worked on our fine-motor skills and pinching motions as the children used various kitchen utensils to manipulate and pick the spaghetti up with.

Our second sensory activity included colours, fruit and counting. The children were presented with a bright bowl of different coloured fruit, they had to name the fruit, colour and count their fruit as they moved them from one bowl to the next.

Finally we started our art project for this provocation, the children did some wonderful fruit printings. We used different fruits cut into two, which they painted with colourful paints and then used the fruit to stamp onto their papers. The children were amazed by the transfer of the fruit shapes onto their paper. We also named the fruit we used and identified the paint colours we used. This art activity promoted an introduction to symmetry and patterns and the children had the opportunity to see and discover what the fruits looked like cut down the centre.

Wishing you all a wonderful and safe weekend.

Stage 1E: Rainbow Spaghetti & Sorting Fruit



Menu	
Drinks	
Tea.....	£1.40
Coffee.....	£1.60
Cappuccino.....	£1.90
Hot Chocolate.....	£1.50
Fruit Juice.....	£1.20
Milkshake.....	£1.70
Smoothie.....	£1.30
Fizzy Pop.....	£1.00
Food	
Ham Sandwich.....	£2.40
Tuna Sandwich.....	£2.50
Cheese Sandwich.....	£2.30
Bacon Sandwich.....	£2.60
Salad.....	£1.00
Soup.....	£1.80
Toasted Sandwich.....	£2.80
Crisps.....	£0.60
Desserts	
Cupcake.....	£1.00
Ice Cream Tub.....	£1.80
Ice Cream Cone.....	£1.50
Ice Cream Sundae.....	£2.00
Biscuit.....	£0.80
Chocolate Cake.....	£1.50
Fruit Salad.....	£0.60
Currant Bun.....	£0.70

Stage 1E: Fruit Stamping



Stage 1E: Playing Outdoors With Friends



Don't Let the Pigeon Drive the Bus!

This week our book was another class favourite *"Don't Let the Pigeon Drive the Bus"* by Mo Willems! This is a wonderful book to read with children as it is very interactive, and the class love playing the part of the voice of reason as the pigeon tries to convince them to let him drive the bus.

As with all the books we have chosen, it has a good message that gives us prompts for class discussions. We applied the story to scenarios from our own lives, to explain that sometimes we all need to accept 'no' for an answer. This is an important lesson to learn, and one that many young children struggle to understand. Using the pigeon and his constant requests to drive the bus, they children were better able to understand that sometimes there are good reasons why we can't always get what we want!

Our art project was inspired by the neutral colour scheme of the illustrations. Together we mixed our colours with lots of white paints to create pastel shades, and instead of paper we used brown paper bags as our canvas. The children used feathers instead of paint brushes, and discovered the different techniques they could use to create different effects. Some dipped the feathers lightly into the paints, and made light feathery brushstrokes. Others applied the paints liberally, and used the feathers to swirl the colours round which made a marbled effect.

We set up a pigeon inspired sensory experience, where we filled tubs with bird seed and added blue feathers and tiny cut outs of the cheeky pigeon! The children were given wooden pegs, and encouraged to approach the activity in whatever way they chose. Many quickly realised they could use the pegs to pick out the larger pieces of bird seed, putting them carefully on the placemats and organising them by size and type. Some loved playing with just the feathers, feeling how soft they were against their skin and even tickling each other to share the experience with their friends.



Stage 2R: Feather Artwork



Stage 2R: Pigeon Inspired Sensory Play



Stage 2R: Playing Outdoors With Friends



Space Exploration

As we were exploring space, we have been very excited for the mysterious place out of our reach. In the previous experiences, we have explored with the astronaut figurines where they are wearing a spacesuit with a big backpack. It has come to our mind on discovering astronaut always wear a spacesuit when they travel to space. We wondered why they need to wear a spacesuit? What is inside their backpack? What do they do at space? To find out the answers, we therefore became little astronauts this week and travelled around space together.

During group times, we looked at photos with different design of spacesuits. We noticed they are all different but same. They came in different colour. At the same time, they all have similar features like having a helmet, a pair of gloves and a pair of boots. We therefore discussed how the environment is like at space which we need a spacesuit to protect us. We also found out that inside the backpack of astronaut, there are water tank and oxygen tanks to help astronaut survive in space environment. And now, we figured out why do astronauts need a spacesuit and what is inside their backpack.

This week we have also been talking about how space is cold and dark. To explore the space environment, we provided a sensory tray filled with cool jelly. Children experienced them by placing their hands in the cold, dark tray and search for the stars. Along the week, the children reinvented ways of playing with the provocation and the intentional teaching had changed focus to dramatic play. They loved the experiences!

Another very exciting experience we engaged in was launching the paper cup rocket. It was a STEM related experience aim for children make investigations, inquiry, hypothesising and problem-solving. In this experience, children became little engineers where they were trying to launch the rocket ship as high as possible. During the process, children naturally employs skills of observation and experimentation, which can also lead to the development of certain process models about how things should be constructed and how they work. Our children are confident and involved learners where they would spend so much time and effort to experiment and find out innovative ways to launch the rocket ship.

Stage 2/3: Creating Rockets & Spacesuits



Stage 2/3: And We Have Lift Off!



Stage 2/3: Space Slime



Stage 2/3: Playing Outdoors With Friends



Stage 3

By Ms Emily Chacon

Dinosaurs!

Throughout the week the children have been further exploring their dinosaur unit, now exploring their lifestyles and habits.

As far as we know, all dinosaurs reproduced by laying eggs, as do most other reptiles. Our water play station engaged the children in small dinosaur play and egg shells. The children enjoyed choosing dinosaurs and trying to fit them into an egg. This fine motor experience promoted hand eye coordination as well as encouraging creativity.

The children excitedly engaged in imaginative play with the model dinosaurs. Imaginative play provides an opportunity for children to practice and develop their language and social skills by just being with and talking to other children. It boosts development of problem-solving and self-regulation skills. Throughout the children's play it was wonderful to see them using the correct names for most of the dinosaurs.

This imaginative play extended into dress up! Dress up play encourages creative thinking and communication skills. It also helps children practice language, cooperation and sharing. The act of putting on and taking off costumes and masks also has physical benefits.

Our first week of sport was a huge success! The children loved the new games and gross motor skills learnt and look forward to engaging in more fitness experiences. A reminder to please dress your children in the appropriate clothing for their lessons, which are held on Wednesday and Friday.

Another friendly reminder to please limit your children bringing in books, toys and other items for the 'show and tell' days. Any other time we will have to turn them away as we are not held responsible for those other days.



Stage 3: Dinosaur Creations



Stage 3: Imaginative Dinosaur Role Play



Stage 3: Outdoor Play With Friends



Coding & Robotics

During the final week of our Coding provocation, the children were able to revisit some of their favourite experiences of the last four weeks. As predicted, the Bee-Bots were the most popular item of which the children wished to explore! We also enjoyed following sequences (steps) to make Fairy Bread to finish off our last week of Coding and the best bit was we got to eat it!

We also ended the week with a large group time discussion and recap of what we have learnt. Below is a transcript of the children's thoughts and comments:

- Agastya:** "Putting the balls on the chair."
- Alison:** "I liked making the fairy bread."
- Andrew:** "I liked the sponge painting."
- Ariana:** "fairy bread."
- Chloe:** "the Bee-Bot."
- Clementine:** "Eating the fairy bread."
- Darcy:** "The story about coding a sandcastle."
- Emily:** "When we got to use the Bee-Bots."
- Emma:** "Sprinkles on bread."
- Everly:** "The beeping Bee-Bots."
- Golden:** "Playing Bee-Bots."
- Grace:** "Eating the fairy bread."
- Jaden:** "Coding the Bee-Bots."
- Jeremy:** "Becoming familiar with Bee-Bots."
- Lachlan:** "Learning how to code a sandcastle."
- Louise:** "Playing with the computers."
- Nicholas:** "Learning about how to make the Bee-Bots move."
- Paige:** "I liked the arrow collage activity."
- Patrick:** "My favourite is the fairy bread."
- Radha:** "I loved painting the sponge arrows."
- Riley:** "Playing about the computer."
- Saisha:** "Making the fairy bread."
- Yonnie:** "Bee-Bot."
- Yvette:** "Writing coding letters."
- Zadie:** "The Twister game was my favourite."

As we enjoyed making the Fairy Bread so much this week, we have decided to commence next week with the new provocation of Fairy Tales, which we all very excited about.

Thank you to all the wonderful story books that the children have been bringing to school for 'Show and Tell'. We have enjoyed them very much and look forward to another week of sharing our favourite books!

Stage 3/4: Programming Bee-Bots



Stage 3/4: Creating Codes Fairy Bread



Stage 3/4: Playing Outdoors With Friends



Cloud Science

“Clouds are the sky’s imagination”

At some point in our lives, we've all sprawled on our backs and gazed in wonder at fluffy, drifting clouds. Technically, clouds are a massive collection of tiny ice crystals or water droplets so tiny, they float way up in the air. But for children, clouds are more than just dust and water. They're mysterious, puffy objects that wander through the sky and constantly change into endless, wonderful shapes.

Sometimes it can be challenging to communicate the facts about clouds without losing the wonder of them as well. Learning scientific knowledge is a time consuming process, in the course of which the new, semiotically mediated information is integrated with earlier direct experiences that were provided for the children at the beginning of the first week of learning about weather/ storms etc.

Over the last two weeks we have learnt about storms, weather patterns and currently exploring clouds and how they assist with the weather patterns. With so much to learn we focused on five different clouds which lead us to a mini research task. Each child was put into a group with a teacher and each group had either an iPad or a laptop. Their task was to research the cloud that they had been given on the device and write down facts that they learnt from this. When done each group was given some cotton wool and some glue. They then had to use the cotton wool to create the cloud shapes that they had researched and glue it down. When each group was finished we came together as a class and one person from each group was able to get up and share what they had learnt. This activity was good for the children as they had a say in what they wanted to learn about each cloud and then being able to stand up in front of the class to share their ideas.

From this activity the teachers found the children laying on the ground in the front yard at outdoor play time pointing up at the sky looking at the clouds. We have had many more questions from the children about the clouds and their interest has just taken off with this topic. We have also noticed them challenging their ideas between each other about clouds. This has been nice to see.

Reminder:

If your child attends Wednesday or Friday, we will be running PE classes for them. Please ensure that your child is in appropriate running attire closed in shoes, if possible Reddam t-shirt or a navy shirt and tights/ shorts for girls, we find that the dresses can get in the way.

Stage 4: Creating Storms



Stage 4: Researching Clouds



Stage 4: Fun With Friends



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

Becoming Beekeepers!

Beekeeping is the human activity of maintaining honey bees. A beekeeper, is someone who keeps honey bees for the purpose of collecting their honey and other products that are produced by the hive such as, honey, beeswax and royal jelly, or to pollinate crops, or to produce bees for sale to other beekeepers. Beekeeping can be done using stinging or stingless bees. In Australia there are 11 different types of stingless bees!

The Stage Four children engaged in an investigation into everything about bees and discovered how they make honey, protect their queen bee, and the importance of bees in our natural environment.

During a reflective group discussion Stage Four shared what they learnt this week with their teachers and peers;

“Bees make honey” – Aran

“Bees sting people sometimes” – Noah

“The bees suck nectar out of the flowers” – Lachlan

“There are 40,000 bees in the hive” – Amelia

“They get pollen from the flowers and take it to the beehive” – Anna

“Bees have four wings” - Leo

“Bees have stingers and when they sting someone their stinger falls off and they die” – Sofia

“We need to get bee doctors to keep the bees safe” - Ryan

Bee Art

Stage Four created their very own bee in a beehive artwork. Using bubble wrap, paint and paper the children painted a design onto the bubble wrap and pressed the painted bubble wrap onto their paper and lifted to reveal a honeycomb design. After their paintings had dried, the children used black markers to draw bees onto their honeycomb painting. Once complete, the Stage Four children all exclaimed how proud they were of their beautiful artworks and improving drawing skills.

Afterwards, when all the artworks were complete the children helped Miss Maddie create a huge bee hive display with all their hexagon shaped artworks and the end results depicted the inner workings of a beehive!

Honeycomb Counting

To extend upon Stage Four's interest on beehives the children were introduced to a honeycomb math activity where they were presented with honeycomb formations with a corresponding number at the top to decipher. The children counted out the hexagons in each honeycomb to determine the number at the top. Additionally, the children used honey coloured gems as counters as an aide to support them in counting higher numbers. Through this lesson the children demonstrated their ability to read and recognise numbers from 1-20 and practiced problem solving as they calculated the amount of hexagons in each beehive.

Stage 4: Honeycomb Counting & Art



Stage 4: Bee Art



Stage 4: Learning New Games!

