



REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM

ELS

27th August 2021

Principal's Message

By Mrs Simone Cooke

Dear Parents,

The wet weather at the beginning of the week was a good opportunity to curl up inside and read a good book. It was appropriate therefore that this week the children celebrated Book Week, with the theme for 2021 being "Old Worlds, New World's, Other worlds". There is no doubt that offering children a good book, opens children up to a wonderful imaginative world that cannot be replicated in any other form. Escaping into a good book is a wonderful escape for our children from the worries and challenges of the complicated world we find ourselves living in at the present moment. Offering sanctuary, predictability and security that can be found in sharing a much loved book.

It is never too early to nurture a love of reading!!! By reading to your baby, toddler or preschool aged child you are fostering a love of books and reading which they can take with them throughout their lives. Teaching children from a young age how to hold and care for a book sends important messages on the value you place on reading and models expectations on how a book is to be treated. From a young age, children can be taught how to turn pages, view illustrations and read along to favourite stories. Discourage tearing or damaging books and provide babies with hard bound or cloth books which can endure hard play. Repetition is extremely important when it comes to reading to children and is the foundation of reading.

Although you may tire from reading the same old books children love nothing better than making predictions, repeating and re-reading familiar stories. As Toddlers particularly love everything action based, encourage them to join in the story by finishing a phrase or rhyme in the book. Try to read with expression and exaggeration and encourage them to label and describe what they see in the illustrations. Books with lift up tabs are very popular with this age as they love the cause and effect of predicting what is beneath. Remember to ask regular questions about the story, which will help to build their vocabulary and language development.

Principal's Message Continued...

Reading together each night not only builds good concentration and listening skills at this age but is a lovely, calm way to end the day together. When reading with your preschooler you can assist in building up their pre reading skills by pointing out the direction of print and the fact that it runs from left to right. Discuss individual words, letters and sounds and discuss how they are separated by spaces. As you read each page you can teach simple decoding skills by pointing to each of the words with your finger, using this one to one correspondence reinforces to the child that each word conveys meaning. Encourage them to guess what a word might say by looking for clues in the illustrations and build phonemic awareness by talking to your child about the sound that individual letters make. Remember that learning the sound a letter makes is more important than learning its name!

If you are looking for some inspiration from the books you have at home, you may like to take a look at the following sites, in which authors engage in online storytelling for all those at home in need of a good story.

<https://storylineonline.net/>

<http://www.parraparents.com.au/things-to-do/libraries/online-storytime/>

<https://storyboxlibrary.com.au/>

<https://www.abc.net.au/kidslisten/story-time/>

Within this isolating and locked down world we find ourselves in, books are a powerful escape that transport us to all the places that we wish we could visit, but can still travel to with our imaginations.

Happy Reading everyone.



Sensory Investigation

What a week we've had! The children have enjoyed all the seasons this week. Getting outside and enjoying the sunshine and their lovely large outdoor play space one day and then watching with wonder the raindrops lashing at our windows the next. It has been a great opportunity to talk to the children about weather and seasons, although we do not usually experience them altogether!

The children have also enjoyed their art activities, getting their hands all messy with paint as we continue on with our collaborative artwork. Which is definitely a work in progress. This time the babies used their fingers and hands to make finger painting. They love this hands on activity and the sensation of dipping into the paint and making marks and lines on the paper. These cause and effect activities provide our little ones with great joy and it was lovely to see all the Babies willing to participate and work together as a group. There was wonderful sharing and waiting for their turn.

Our children continue to enjoy their music classes and we have many eager participants in singing and dancing. We also enjoy all the loud noises that our percussion instruments make.

Trucks and sand continue to intrigue us as we seize every opportunity for hands-on discovery. Have a lovely weekend

Housekeeping:

Could I please ask that all parents remember to label all items in the bag as you can appreciate it can be very confusing for the teachers, as it is difficult to be familiar with every child's belongings.



Stage 1R: Finger Painting Art



Stage 1R: Music & Playing Outdoors



Community Workers — Chefs

“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 Malaguzzi**

This week in Stage 1E we continued our Community Helpers provocation – Chefs! We started off by asking the children to identify various fruits from last week's sensory activity and place them into the matching coloured bowl during our provocation group times. The children thoroughly enjoyed this activity and were extremely proud of themselves when identifying the fruits and colours correctly.

Moving on to our sensory table activity This week the children enjoyed two sensory fine-motor skills activities related to our provocation. Our main skill developed was our pincer grasp. The pincer grasp represents the coordination of brain and muscles that's necessary to help children gain increasing independence and coordination. The children also enjoyed the texture and colour of our rice and loved playing with the rice and other food using tongs, spoons and spectacles.

During our provocation group time we also enjoyed a new song “Something Yummy” by The Mik Maks. This catchy song was very easy for the children to learn and the main focus of the song was choosing healthy food over unhealthy food. The children could easily identify the healthy food as it was all the healthy food they eat at school during morning and afternoon tea.

The children have started showing a great interest in going to ‘the shops’ for ice cream during outdoor play, so this week we incorporated our own ice cream stand into our dramatic play area. The children were able to freely play with one another serving ice cream and eating ice cream. Dramatic play encourages children to learn more about the world around them and also allows the children to put themselves into someone else's shoes. This kind of role-play helps the children to improve their ability to do this in real life. They also learn important social skills, such as empathy, language and compassion. Wishing you all a safe and enjoyable weekend.



Stage 1E: Community Helpers— Ice Cream Stand



Stage 1E: Fruit Sorting & Rainbow Rice



Stage 1E: Playing Outdoors With Friends



Book Week

Over the term we have been focusing our learning on different books that have been favourites during group times. This week was the Children's Book Council of Australia's Book Week, so we asked the children to bring in their favourite books from home to share with the class! It was wonderful seeing the range of literature brought in, and the enthusiasm each child displayed when talking about their choice and sharing their books with their friends.

During group times we shared the books through a show-and-tell exercise. Each child was given the chance to stand up in front of the class and help their teachers read their story. We asked them to share with us why they chose their book, what it was about, and why it was special to them. Through this we wanted to see them muster up the courage to speak in front of a group, refining their communication skills as they spoke loudly and clearly so that everyone could hear the wonderful things they had to say!

"My daddy is the Gruffalo and the Gruffalo's Child is me" – Alex

"It's a Squeeze and a Squash and a cow and a chicken and a goat and a lady and I love it" – Claire

"The Very Cranky Bear is cranky and the sheep helps him" – Emmett

"Mine has a dog and LOOK! There's a cat!" – Ethan

"My book has Hulk and Captain America and Iron Man, that's me!" – James

"There's lots of pictures and you need to find Anna and Elsa and Olaf" – Matilda

"This is my book and it has Cinderella inside, and lots of houses" – Morgan

"My book is Bluey book because I love Bluey and Bingo" – Sofia A

Reading is so important in the early years, as it encourages children to broaden their minds and sparks their imaginations. Through constant reading we create a strong foundation for the child's literacy and language skills to be built on. Exposing young minds to a range of literature expands their vocabularies, introducing them to language structure through proper grammar, cadence and rhyme. In the wonderful words of one of our favourite authors;

"The more you read, the more you know,

The more you learn, the more places you'll go"

- Dr Seuss

Stage 2R: Book Week



Stage 2R: Playing Outdoors With Friends



Hello Mr. Sun!

Continuing our space provocation this week, we decided to explore the Sun! The Sun is the closest star to the Earth and is the most familiar star to most. The Sun controls our seasons. It controls how and when food grows. It even controls when we are asleep and awake. The sun is the largest body in our solar system. Because of its size, it has a strong gravitational pull. It keeps the Earth, the stars, the moon and the other planets in line. Without the gravity of the Sun, the Earth would go spinning off into space.

In order to foster children's interest and knowledge about our big Sun, we invited the children to participate in different learning experiences. As the planets are known to orbit around the sun, we offered the children the opportunity to experience this phenomenon in a more tangible way. Through encouraging the use of their fine and gross motor skills to balance the tray as they rotate the planet-like marbles around the sun, the children were able to better comprehend and visualise the movement of the planets, as they move around the sun.

Looking at the photos of the sun, the children also noticed its bright rays. We discussed that these are called sun beams and that this is the light from the sun that shines through openings of the clouds in the sky. To further their investigations about this, the children were invited to play hide-and-seek with Mr. Sun in the sensory bins. The children found such great delight in being able to look behind the clouds to look for Mr. Sun. Through this learning experience, the children were able to demonstrate their sensory capabilities and curious and enthusiastic learning dispositions.

In addition to this, the children were also invited to add sun beams to the sun. The STEM learning experience invited the children to use their mathematical skills as they verbally counted the pieces of sun beams that they carefully pierced through the Sun. This learning experience has also been intentionally planned to promote children's focus, concentration, eye-hand coordination and fine motor skills.

Another area of discovery the children engaged with was the sun collage. The table had been set up to entice the children's creativity and imagination by using loose materials such as plates, gold ribbons and crepe paper where children were able to create beautiful collages as their own interpretations of the Sun.



Stage 2/3: Creating Sun Beams & Find Mr Sun!



Stage 2/3: Sun Sensory



Stage 2/3: Playing Outdoors With Friends



Dinosaurs

Last week we briefly touched on the lifecycle of a dinosaur. There have been various fossilized eggs from dinosaurs which has led to the confirmation that all dinosaurs must have reproduced by laying eggs. The children viewed pictures of various dinosaur eggs and were encouraged to engage in small group conversations.

"This one seems very big," said Azure.

"This one has a crack in it," said Abigail.

"Which dinosaur is in there?" asked Celine.

To follow on from these discussions, the children engaged in fine motor skilled experiments. On our first table the children had to peel off the balloon to reveal the frozen egg inside. Right in the middle of the frozen ball was a small dinosaur. The children had to try and figure out a way to get the dinosaur out, melting the ice with their hands, banging it on the table, and hitting the egg. This icy experience was very exciting for the children, sparking communication and cognitive development.

On our second table the children peered at the small egg that lay on the tray. In a container there was white vinegar and a pipet, using these the children poured the vinegar onto the egg. The paste began to melt and fizz away, revealing the dinosaur inside.

As this time has been hard for all, the children engaged in a group discussion to 'think positive'. It was wonderful to see the children's different ideas on being positive;

- Cuddles
- Saying please and thank you
- Watching crabs and not getting pinched
- Saturday
- Giving kisses
- Sharing is nice to everyone
- Playing with cars

To end this experience the children engaged in mindfulness colouring in 'think positive'. It was wonderful to see the children really taking their time and peacefully colouring in, trying hard to keep in the lines.

Stage 3: Exploring Dinosaur Frozen Eggs



Stage 3: Dinosaur Egg Science



Stage 3: Outdoor Playing With Friends



Fairy Tales

Children love the world of make believe, fairy tale stories and exploring fantasy and what better way to foster this interest than to create a provocation to foster this learning.

This provocation came to light as some of the children have been bringing fairy tale books to school for Show and Tell time and with the making of fairy bread last week, fairy tales has been fresh on our minds.

This week we explored the fairy tale 'The Gingerbread Man'. We started off reading the book at group time and discussed the different characters and their roles in the story. Most of the class were already familiar with the story line and we able to role play this story using masks and props to enrich the learning. The best part of the role play was when some of the children decided to pretend to be the gingerbread man and run in a circle singing 'run, run as fast as you can, you can't catch me, I'm the gingerbread man', while a peer chased them and then they swapped character and the catcher was the catchee!

At the art and craft table, we tried our hand at creating a gingerbread collage. Some children made single gingerbread men, while other children decided to make a girl and a boy gingerbread person. Each collage was as individualised as the creator, with the use of coloured buttons, a face and some even had decorations from the story.

To strengthen our fine motor development, we sat at the writing table and practised writing words from the story, such as, women, man, gingerbread (of course) and horse, just to name a few. At this activity, the children had the opportunity to look at word cards, copy the letters and sound out the letters as they were writing them, will hold them in good stead, for learning to read in the future.

We also participated in a number matching card game of gingerbread men and baking trays and pretended to bake our own gingerbread men using the playdough!

To finish off the week, the children revisited the story in sequence card form. Working in small groups, each group was asked the order of the story and given the cards to place in the correct order. Using small groups allowed each child the opportunity to express their ideas and comments in a non-threatening way (as the group size was small) and to discuss and hypothesise with each other the order that they recall the story playing out! Well done 3/4, I wonder which story we will be exploring next week

Stage 3/4: Gingerbread Man Role Play



Stage 3/4: Creating Gingerbread Man Collage



Stage 3/4: Playing Outdoors With Friends



Community Helpers—Fire Fighters

Experiences of relationships and participation in communities contribute to children's belonging, being and becoming. From birth children experience living and learning with others in a range of communities. These might include families, local communities or early childhood settings. Having a positive sense of identity and experiencing respectful, responsive relationships strengthens children's interest and skills in being and becoming active contributors to their world. As children move into early childhood settings they broaden their experiences as participants in different relationships and communities.

With this in mind this week we have been learning about our community helpers focusing on fire fighters. As part of our Natural Disaster unit we have decided to look at fires including Australian bush fires and American wildfires. I am very fortunate to have a good friend who is a firefighter and he worked on the 2019/2020 Australian summer bush fires. He was able to send through raw images and videos that I was then able to show the children. The children were amazed of what they saw and with this they had many questions

Some were:

"Why does the fire go around the outside of the grass?" asked Evander.

"How does the water stop the fire?" asked Eden.

"What causes the heat? Asked Madison.

"The red stuff that comes out of the plane is called 'Fire detergent,'" said Jason.

"Fires spread in wild winds," said Ava.

"You need oxygen, fuel and heat to start a fire," said Alexander.

During the week we participated in a progress art activity. To start this activity the children were given different shaped cardboard and black paint. They had to create different lines on the page using the materials. Once dried the children were provided with oil pastels and charcoal to draw their representation of fire, smoke and flames.

We also read the book '*The Fire wombat.*' This story is about a wombat and his friends who escape from the 2019/2020 bush fires. This story also explains in a child friendly way what happens to the bush and animals when a fire goes through. The children were provided with a fun hands-on sensory experience with Australian animals. They enjoyed creating houses and playing with the small world play to enhance their learning.

Stage 4: Creating Fire Flames & Australian Animal Sensory



Stage 4: Fire Fighter Role Play



Stage 4: Sport & Fun



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

Butterfly Anatomy

As the children continued their journey in becoming experts on butterflies they explored the anatomy of butterflies. To support their investigations the children used a range of natural loose parts to build their own butterflies and with their peers and teachers discussed what each body part is and what its function.

Butterfly Painting

Next, the children sought to express their new-found understandings further. To support this the children were provided with paints, paper, and mirrors to paint on. The children spent extended amounts of time discussing their creations with their teachers and peers and what they had learnt throughout the week. The children's active involvement in their learning has built upon their understandings of the concepts surrounding the topic of butterflies. This has supported the development of their creative thinking and inquiry processes that are necessary for lifelong learning.

At the end of the week, the children came together to share their findings from the research they had undertaken regarding the life cycle and anatomy of a butterfly.

Some of their findings included;

"Butterflies drink nectar from flowers," said Sofia.

"It takes two weeks for the caterpillar to turn into a butterfly," said Leo.

"Butterflies have eyes which let them see and they have antennas," said Aran

"Butterflies have six legs to help them walk," said Isola.

"Butterflies have four wings," said Ryan.

"It takes butterflies an hour to open their wings fully when they come out of their chrysalis," said Lachlan.

"Butterflies have two forewings and two hind wings," said Aran.



Stage 4: Researching Butterfly Anatomy



Stage 4: Creating Butterfly Art



Stage 4: Gym & Outdoor Play

