



REDDAM

ELS

10th September 2021

REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER

Principal's Message

By Mrs Simone Cooke

Dear Families,

We have had another wonderful week at Reddam, enjoying the beautiful spring weather, engaging in interesting provocations and learning and continuing to build our friendships and relationships with others. At the core of the Reggio Emilia approach that we follow at Reddam is a belief that a child develops and learns, not in isolation but rather by interacting and developing with others, with an emphasis upon collaboration and building and sustaining relationships. Social learning plays a critical role in 'making learning meaningful' and the Reggio approach sees the environment as 'acting as a third teacher'. When we think of the school environment it is important to look beyond the physical environment alone, and recognise that a school consists of teachers, children and a wider community and it is the collaboration and input of each, which allows us to be responsive to the needs of our children, recognising the important role that relationships play in contributing to children's thinking, questions, interests and curiosities.

As teachers our role is to build relationships which promote a sense of belonging and allow our children to build confidence in their own skills and abilities. When planning learning provocations the teacher acts as researcher building on the interests of the children to engage them in a meaningful work, conversations and a differentiated learning programme, which allows each child to contribute to a whole. When learning is the product of the children's own guided construction rather than simply a regurgitation of what the teacher is transmitting the child's learning becomes more individualised. This is a two-way relationship, in which child and teacher learn from each other. Relationship building between teacher and child builds security, trust and confidence to take risks.

Relationships between children also contributes greatly to children's learning. Learning to develop care, empathy and respect for others is important for children's social competency, which in turn helps them to self-regulate their own emotions and under-

Principal's Message Continued...

stand concepts of sharing, turn taking, co-operation and negotiation. Making friends is an essential part of growing and developing. Having friends reduces stress, helps children to navigate challenging experiences and builds confidence and self-esteem.

Whilst for some children making friends comes easily, for some children they need some assistance to manage friendships and we can assist these children by helping them to develop positive social skills from an early age. From a very early age we are encouraging our babies to understand the importance of sharing, taking turns, listening to others and building empathy for the feelings of others. Some children are naturally shy and so providing them with opportunities to build confidence and self-esteem through drama, dramatic play and even intentional modelling, can greatly assist these children in initiating conversations and friendships. Teaching our little ones to have "gentle hands" and 'kind hearts' helps them to understand how to treat a friend and make them aware that arguments between children will occur but they must learn about compromise, forgiveness and negotiation if they are to be a good friend to others.

The relationships that children make in these Preschool years can offer lifelong friendships,

which builds your child sense of self-worth, belonging and wellbeing. In the words of Winnie the Pooh "A day without a friend is like a pot without a single drop of honey inside".

Here's to the sweet joy of childhood friendships!



The Importance Of Friendship!

For Babies it is vitally important to provide an environment which promotes socialisation, providing children with the opportunity to interact with others outside of the family unit. At Reddam we have a strong focus on collaboration and this starts even with our young babies as we provide them with opportunities to build friendships and establish trust with one another whilst building their social skills.

Even very young children can understand concepts about sharing and respecting each other, which creates important foundations for later life. As our little ones learn to be confident learners they must in turn understand how their actions impact others. In these early years we focus on building these skills through waiting for our turn, passing toys to each other, learning not to hurt our friends and even how to say sorry if we do accidentally hurt one of our friends .

This collaboration was explored this week in our Music and Art classes where the babies took turns sharing instruments and working together on a shared artwork where they engaged in chalk drawing. As we know children of this age love activities based on cause and effect and the children were very proud of themselves when they saw what they had created together. We are so very proud of how well our little ones are settling in and it is wonderful to see that they are already forming bonds with one another and developing their very first friendships independently.



Stage 1R: Collaborative Artwork



Stage 1R: Sharing With Friends



Stage 1R: Exploring Sandpit Toys



Stage 1E

By Ms Justine Heydra

Community Helpers—Firefighters

“The potential possibilities of any child are the most intriguing and stimulating in all creation.” **Ray L. Wilbur**

Stage 1E and Stage 1D had an exciting week as we continued to explore our Community Helpers provocation with our investigation on Firefighters. The children immersed themselves in a combination of sensory activities, dramatic play on our firetruck and we even created our own bubbly fire by conducting an exciting science experiment where we learned about chemical reactions! Taking advantage of the warmer weather, we further developed our music and movement skills during our classroom dance parties.

During our outdoor group time provocations, the children took turns to participate in a hands-on experiment using a simple but effective mixture of vinegar, red food colouring and bicarbonate soda, to create a mini representation of a fire eruption. The children watched in awe as they observed the chemical reaction that occurred and they each had the recreate the experiment themselves. When young children participate in scientific investigations, it nurtures their curiosity and interest in the world around them. Introducing children to science at a young age assists in their brain development and encourages discovery through play, by linking these discoveries to their daily world.

For our sensory activities, the children created their very own campfires using shredded coloured paper, natural resources such as rice and wooden blocks. This gave them an opportunity to reinforce their knowledge of colours. By providing a variety of natural resources to manipulate, it assists children in fine motor development by using their senses. In this activity, they explored touch by feeling the texture of the shredded paper and rice and they enhanced their auditory senses through the sound that the paper and rice made as they touched it with their hands. Their visual senses were fostered through viewing the different colours and shapes.

As part of our dramatic play, the children created their very own fire truck by making rows with our classroom chairs. They then took turns in taking on the role of the driver wearing a firefighter costume. This learning experience facilitated the development of positive teamwork skills because they each had to work as a team to create the fire-truck and then patiently wait their turn to take the driver seat. I hope you enjoy the beautiful warm weather this weekend with your precious children.



Stage 1E: Community Helpers— Firefighter Sensory Play



Stage 1E: Firefighter Experiment & Fire Truck Role Play



Stage 1E: Enjoying The Spring Weather



The Very Hungry Caterpillar

“By the light of the moon a little egg lay on a leaf...”

This week our focus book was *The Very Hungry Caterpillar* by Eric Carle. This beloved story filled with gorgeous illustrations is a favourite of many in the class. It is also a fantastic learning tool as it covers a broad range of topics in a way that is engaging and easy for young children's minds to comprehend. The story exposes children to concepts such as basic counting, the days of the week, life cycles, nutrition and healthy eating, and gives educators a strong foundation to build on this knowledge as the children's cognitive abilities develop and they become able to undertake more complex thought processes.

Inspired by the beautiful cut-out illustrations, we set up an activity where the children used hole punchers to take caterpillar bites out of colourful, fruit-shaped paper cut-outs. This proved to be a challenging task, as the tweezer style hole punchers took some getting used to and required a lot of fine motor coordination to achieve. Some were able to use it one-handed, while others found they needed both hands to apply enough force to close the punch.

Navigating difficult tasks and finding your own solutions is an important lesson for children to learn. While things aren't always easy, accepting challenges and overcoming frustration makes completing the task so much more rewarding! We worked with the children to show them different ways they could use the hole punchers and find one that worked best for them. Some found it easier to lie them sideways against the table and press down. Others could press it together using two hands, so we used wooden blocks to hold the paper off the ground. Some even realised the gap between the handles was the perfect size for gripping the blocks, and abandoned the original activity to instead construct towers using this newfound technique!

In the art atelier we created paintings based on the end of the book, where the very hungry caterpillar transforms into a beautiful butterfly! We looked at pictures of real butterflies, and noticed how the colours and prints of each wing were a mirror image of those on the other. We taught them that this is called symmetry, and explained how we were going to use this paint our own butterflies! Each child was given a range of paints, and they began placing colourful dollops of paint onto their page. We explained that we were going to fold the paper in half, so that all the colours would be printed onto the exact opposite side. The joy on their faces as we unfolded the pages to reveal the butterflies was wonderful, and showed their increasing capacity to follow more complex processes and understand the concepts they were learning about!

Stage 2R: Butterfly Transformations!



Stage 2R: Hungry Caterpillar Sensory



Stage 2R: Fun In the Sun!



The Blue Planet

This week the children have been learning about this amazing planet that we live in: The Planet Earth. Earth is the third planet from the sun and the fifth largest planet in the solar system. Earth has just the right combination of water, atmosphere and climate to support life, as we know it.

During our group discussions, the children had a chance to have a good look at the globe. Some children asked why there is more blue than green, so we took this opportunity to explain that the planet earth is made of mostly water (70% blue) and the rest is land (30% green).

Based on this interest, the children were invited to create their own land and water art works. They have been given blue and green textas to draw what they could observe on the globe. It was also a great opportunity to practise our pencil grip and fine motor development.

To extend our learning, we set up two art provocations for the children to explore planet earth in more depth. The first one was a mess free painting where the children just used their fingers to spread paint inside a zip lock bag creating a planet earth on a bag. The second one was marble painting experience where the children really had to use their gross motor skills to tilt the tray back and forth to move the marbles. We let the galaxy marbles roll on the paper till it was all covered with paint.

Animals are a vital part of planet Earth and we decided to explore the different lives on earth with a sensory experience. It was a great way to engage the children's senses while also talking about creatures that live on Earth.

Sensory play is very important for our pre-schools. As they grow children's senses are their most familiar and most basic way to explore and process new information. Sensory play enhances learning through hands on activities that stimulate their senses.

On the Planet Earth provocation, we used shaving cream, which is great for tactile sensory learning. While playing, we encouraged dramatic experience which allows children to use their imaginations and practice their language skills by talking about some land and sea animals.

Stage 2/3: Creating Land & Water Artwork



Stage 2/3: Planet Earth Sensory Play



Stage 2/3: Outdoor Fun!



Dinosaur Provocation

The age of dinosaurs, which is called the Mesozoic Era, included three consecutive geologic time periods. These are Triassic, Jurassic and Cretaceous Periods. Different dinosaur species lived during each of these three periods. Throughout the week we spent time getting to familiarise ourselves with the difficult pronunciations of each era.

Throughout the week the children engaged in mathematics, measuring and counting. At one station the children engaged in measuring by using small linking blocks. Their aim was to link the blocks to the same length and height of the dinosaur in front of them, once completed they then counted how many blocks. Measurements provide opportunities to strengthen both children's number and measurements understandings at the same time.

While the children played outside, two big Tyrannosaurus Rex footprints were left on the classroom floor. When we came back, the children created a circle around, and then had to try and guess how many of their shoes would fit inside the big print. The children then took off their shoes and placed one inside, until it was full. 15 of their shoes fit into one and with the help of the teacher's shoes, 12 fit into the other.

For craft, the children have begun creating stained glass dinosaur eggs. Using tissue paper and cellophane, the children designed their eggs and then watched it go through the laminator. We then cut them out and placed them up onto the window.

It is now the birthday season! If your child's birthday is coming up, please email me with your ideas for a cake or party supplies. I understand that it is hard with the current circumstances. So I want to ensure that they can still celebrate with their friends.

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Have a wonderful weekend in the sun!



Stage 3: Dinosaur Bones



Stage 3: Dinosaur Puppet Role Play



Stage 3: Sandpit Friends



Fairy Tales – Little Red Riding Hood

This week the class delved into the fairy tale of Little Red Riding Hood. This is a favourite amongst all the children. Firstly, we read the story book and discussed the outcome of the story. Grace said 'I have that book at home and I really love it! I can bring it in to school to share with everyone'. So later in the week we enjoyed a different version of the same story.

As the children have been very interested in role play and dramatic experiences, I decided to create some story characters and attach them to paddle pop sticks. Each child then had the opportunity to choose a character and act out their part of the story. This encouraged each child to put their own spin on the story and we ended up with a few new endings! We also took turns of being the narrator of the role play experiences and each child had the opportunity to tell the story in their own way and have the characters act out the scenes as they so wished.

We also participated in a collage experience this week and created our own Little Red Riding Hood. Each child was given a visual prompt of Little Red Riding Hood and asked to create their own artwork. Using the style of progressive art, each child was first asked to use red paint to create a figure of Little Red Riding Hood using paint brushes. We then added red cellophane to the paint to give the picture a 3D effect and some depth. Finally, we used black markers to draw legs and feet on our creation.

The final experience was an activity where Little Red Riding Hood had to follow a path to her grandmother's house. Each child placed small stones on a map, leading the way for Little Red Riding Hood to follow. We then had the opportunity to count the number of stones that we used to create the path. This experience was fostered by the previous provocation of coding, as the children had to hypnotise the best route to take using our previously learnt skills of positional language. A great week had been all!



Stage 3/4: Little Red Riding Hood Collage & Pathway to Grandma's House



Stage 3/4: Puppet Play & Picnic Basket For Grandma



Stage 3/4: Sharing Is Caring



Natural Disasters

As we make our way through this term's provocation of 'Natural Disasters' it has been so nice watching and listening to the children's conversations and interactions to the class activities and our inquiry based learning activities. Our stage 4 class has really enjoyed the inquiry based learning activities, we have been able to see the children flourish in their learning and understanding while engaging in a topic that they find interesting and hands on.

Inquiry-based learning emphasises the children's role in the learning process and it allows them to engage with an idea or topic in an active way, rather than by sitting and listening to a teacher. Our overall goal of an inquiry-based approach is for the children to make meaning of what they are learning about and to understand how a concept works in a real-world context.

To learn about a topic, the children explore resources, ask questions and share ideas and we help the children to apply new concepts to different contexts, which allows them to discover knowledge for themselves by exploring, experiencing and discussing as they go.

This week we have been looking at tsunamis. Before we did any research on tsunamis Miss Lauren posed the question "What is a tsunami?" Our results were;

"Strong winds and water," said Suprina.

"A big wave that covers the earth," said George.

"Water that goes really high in the sky," said Zoe.

"A wave that is created by an earthquake," said Finn

"Water that covers the city," said Evander.

From the children's responses this led us to research what a tsunami is. Miss Lauren also showed the children videos of different tsunamis that have happened all over the world. When researching we came across the image of the famous 'Japanese Wave' that sparked interest with the children so we looked at it and investigated the facts. When the children had free play the teachers noticed the children drawing the wave, with many different colours. From this Lauren took the opportunity to provide the children with an art lesson that allowed the children to create their own version of the wave. We drew it all with pencil then we used acrylic paint to fill in the wave, with a coloured wash of the children's choice for the background.

Reminders

Sport: Wednesdays and Fridays are our sport days, please make sure your child is dressed in appropriate clothing and has the correct shoes for sport.

Toys: Once again, I am writing to remind parents please don't allow your child to bring toys to school. Over the last few weeks we have seen children bring toys to school and we have had many lost and damaged. Reddam staff will not take responsibility for your child's toys being lost or damaged.

Stage 4: Floods & Tsunamis



Stage 4: Pasta Jewellery



Stage 4: Sand & Sun



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

Fish Farming

This week Stage Four continued our farming journey with fish farming! Fish Farming also known as Aquaculture is the process of breeding fish and sea creatures to sell. The children learnt about farming methods and why fish are farmed all over the world.

What does life look like under the sea?

After learning about and observing different types of fish farms the children were invited to create their own interpretation of fish living in the sea. Stage Four used a range of medias while undertaking this project. First, they painted a blue watercolour background to represent the ocean. Next, the children identified that their sea creatures needed somewhere safe to live. Stage Four gathered some creatively shaped sponges and dipped them in paints to create a beautiful coral reef. Lastly, they used oil pastels to draw all the wonderful sea creatures found in our oceans.

We are so proud of Stage Four's commitment, concentration and creativity when approaching this activity leading to some very colourful and imaginative sea-scapes!

Ocean Writing

As the children engaged in discussions about fish they shared their interest in other sea creatures as well. To extend upon this interest the children were invited to engage in an under the sea writing activity. Stage Four viewed word and picture cards and practiced identifying each creature as they used their fingers to write the creatures' names in ocean coloured rice.

Later on, Stage Four were invited to create a 'school of fish' using lettered fish cards. The children searched for letters to create the names of the sea creatures they had just learnt about. As Stage Four practiced ordering the letters to create words we discussed the concept of how fish like to swim in large groups called 'schools'.

Under the sea counting

During our numeracy groups this week the children participated in a sensory fishing activity where they searched for numbers underneath colourful water beads. As the children recognised and identified the numbers we discussed their shapes and how we would write them. To practice the children used their fingers to trace the numbers on the fish hiding underneath the water beads.

This was a very relaxing and engaging math experience for all the children as they focused all their attention to the task at hand while also having fun playing with the fish in the water beads.

Stage 4: Fish Farming



Stage 4: Under the Sea Counting



Stage 4: Friendship Building

