



REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



REDDAM

ELS

17th September 2021

Principal's Message

By Mrs Simone Cooke

Dear Parents,

At Reddam a fundamental objective of our desire to nurture the “whole” child is creating confident and involved learners. As we approach the end of Term Three it is so rewarding to

See the wonderful investigations that the children have been exploring this term.

Our Stage 1R children have been exploring their new environment whilst actively engaged in carefully constructed sensory activities, each designed to provide children with the opportunity to make choices and decisions that extends their thinking and creativity. In IE the children have been delighting in exploring a range of Occupations, Vets, Doctors and Chefs one week and Construction workers the next. Active engagement in socio dramatic play allows children to gain greater understanding of the real world and the various roles that are required for a society to function. Their regular questions of “ why?” are fully explored through hands-on engagement as we learn important life skills of various occupations and learn in the process how to care for ourselves and each other.

Self- expression through drama engages children in creative ideas and improvisations which assists children to examine a range of social roles, identify problems and solutions and gain a better understanding of how relationships and society works.

Our Stage 2 children this week have enjoyed a wonderful provocation on literature, bringing books alive with many open-ended sensory activities that are the foundation for a life long love of learning. Additionally the children are focused on developing their self-help skills and emotional intelligence, building self- awareness and empathy by exploring their feelings and emotions and how their behaviours impact others, entering the period of associative play, where they are learning to co-operate and share

Principal's Message Continued...

with others whilst given opportunities to ask endless questions of How? What? When? Why?

In our Stage 2/3 preschool class the children have been travelling across space, exploring the magic of the universe and the solar system. They are continuing to build upon their communication skills and our younger class members are for the first time introduced to "show and tell". This important part of the day assists the children in building both talking and listening skills which they take with them through life. Speaking in front of a group is no easy feat, yet being the centre of attention and sharing thoughts and ideas with others makes our children feel special and important and is a wonderful way of building confidence and self-esteem. For the audience it is a time to sit and listen, building discipline and respect for others which creates bonds and friendships and a strong sense of belonging as a class.

In our Stage 3 Preschool class the children have been busy exploring Prehistoric times and learning all about the origins of earth, building, labelling and exploding volcanoes and gaining understanding of the natural world. The children are also beginning to focus upon their letter and sound associations and are developing confidence in their ability to work collaboratively with others to solve problems with one another, share ideas and take turns.

In Stage 3/4 the children have explored a lovely blend of coding and robotics and technological discovery with the joy of literature and fairy tales, ensuring that the children are building all domains of learning. Offering opportunities to build both scientific thought and language along with literature and imaginative play. This provides children with skills to rationalise and problem solve but also to creative, express and dream.

In our Stage 4 School Readiness the children have chosen to engage in complex investigations of interest. In 4R & 4E the children have been exploring the different types of farming, from exploring where honey comes from to piggeries, flower farms and livestock farming. It is important that our children understand how food is produced and the importance of caring for our environment, making it sustainable for our future. In Stage 4E & 4A the children have chosen to investigate natural disasters such as volcanoes and floods to make greater sense of the world around them. A very important component of their programmes is building both emotional resilience and independence as they begin their preparations for Primary school next year.

A Wonderful Time!

What joy! We have been having such a wonderful week here at Reddam as we explore our new surroundings through meaningful play and friendship bonding. Our little ones are settling so beautifully and it is delightful to observe their innate curiosity and interest in the world around them. Every moment is an opportunity for learning. From the butterflies and insects we discover during our outdoor experiences to the wonder of bubbles that we chase around the playground. Our children are in awe of the new discoveries they find each and every day.

This week the children built upon their gross motor skills by engaging in lots of obstacle courses, building their balancing, walking and climbing skills. They enjoyed their exploration with hula hoops and of course love to ride our bikes around the garden space.

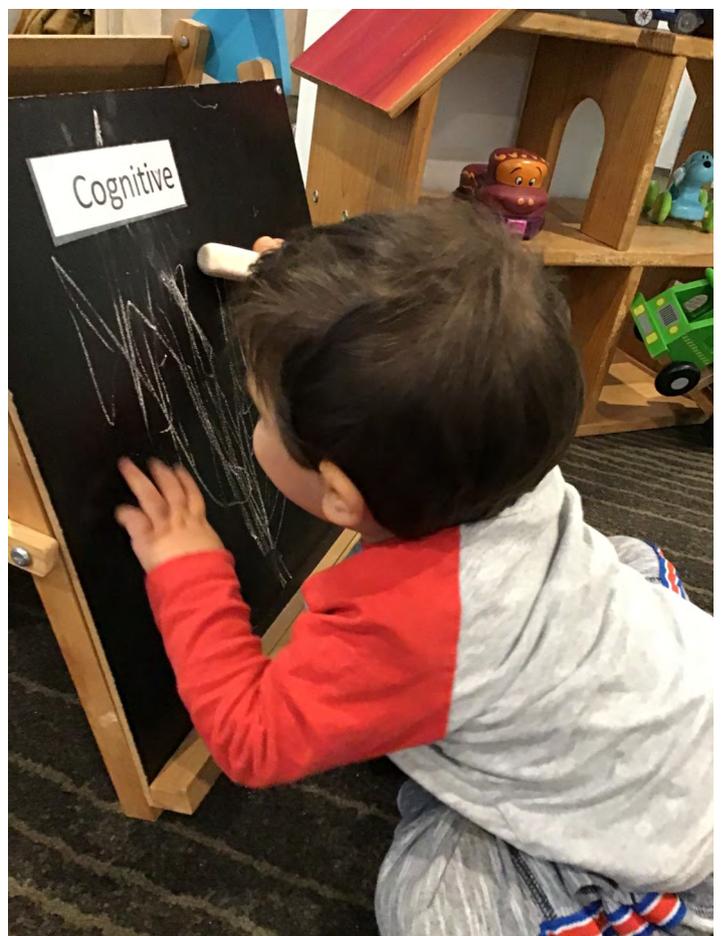
We had much fun in the sun this week and lots of giggles and smiles and bobbing up and down every time we saw a train go past. Sometimes the simple joys in life are the best and being with our friends and enjoying time together laughing and playing really bonded us as a group. We also got right into music time as we banged our instruments, clapped and cheered after every song. Some of our little friends are already enjoying making hand gestures to accompany each of the different songs. It is really wonderful to see how much each child absorbs during their learning experiences.

Well done Babies, keep it up!

Reddam New Policy: Please label all items, especially all drink bottle and milk bottles and also shoes. Please note that we have banned metal drink bottles at Reddam due to the risk they pose of children accidentally hitting or injuring others, could we please therefore request that all parents only send in plastic drink bottles going forward.



Stage 1R: Building Fine-Motor Control



Stage 1R: Exploring Our Environment



Stage 1R: Making Mud Pies!



Construction Workers

"It's the things we play with and the people who help us play that make a great difference in our lives."—**Fred Rogers**

Bob the builder can we fix it? This week in Stage 1D and Stage 1E we started the last of our community helpers provocation with construction. The children truly enjoyed this provocation with all the dramatic play, building of natural blocks and sensory activities.

Our first sensory activity was based on diggers, where the children each had the opportunity to play and explore in our amazing digger sensory tub. They had shredded black paper, sand, stones and diggers to manipulate and touch. Natural materials have a great sensory benefit to toddlers. They have different textures, sizes, colours and smells and they provide more tactile stimulation to children. This helps the children to improve their hand/finger awareness and coordination. The children liked using the diggers to scoop up and move the sand and many of them filled the diggers with the shredded black paper. Some of them also especially liked stacking the rocks on top of one another and then used the diggers to push the rocks over.

In our dramatic play corner the children thoroughly enjoyed all the construction blocks and using the construction vests and hard hats. They played in smaller groups and definitely developed their social skills and through dramatic play the children were encouraged to use expressive language and were motivated to communicate their wishes to their peers and therefor learnt to speak from the perspective of their pretend roles.

Our art activity this week was a very interactive and hands-on construction painting. The children were given bright coloured paint and were asked to roll their construction truck through the paint. They then used the trucks wheels to transfer the paint on their paper creating a bright and beautiful art work. The children enjoyed being dressed up as a construction worker during this experience and loved using the trucks as paint brushes.

As the warmer weather is approaching , we will be starting toilet training for those parents ready and wishing to commence this process with their little one. We will work together as this process will have to be implemented at both school and at home. Please send me an email at Justine.heydra@reddamels.com.au if you would like to start toilet training and we can discuss the process in more detail. We will commence toilet training in the first week of term four.

Wishing you all a wonderful weekend with your families.

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Stage 1E + 1D: Construction Sensory & Dramatic Play



Stage 1E + 1D: Construction Artwork



Stage 1E + 1D: Enjoying The Outdoors



The Snowy Day

This week we read “*The Snowy Day*” by Ezra Jack Keats, a beautifully simple book about a little boy who wakes up one morning to find a winter wonderland waiting for him outside! We used this book to launch our group discussions, as snow is something most children are familiar with through stories and media, but something many of us don’t get to experience much living in Australia.

We asked them to share their ideas of snow with the class, to get them to extend their speaking skills and exercise their minds as they recalled everything they knew about snow! They told us how it was cold and white, that you could make snowballs and snowmen, that you needed a jacket to play in it, and that Elsa made it with her magic powers. It was interesting to see the range of answers and the different ways they thought about the provocation, basing their knowledge from what they had seen and heard, and for some from their own experiences.

To explore the snowy day we created a sensory small world play where they children from trays of ‘cloud dough’, a mix of cornflour, baby oil and glitter. They played with wooden figurines and toy cars, sprinkling them with the snow and building snowmen and igloos! We also explored snow in the art atelier, using shaving cream as the sensory element to represent snow. They chose their favourite colours and we sprinkled drops of dye, and gave them a wooden stick to draw round with and make the colours swirl round. Once they were done we placed a piece of paper on top to get a print of the pattern, and scraped off the excess shaving cream to reveal a beautiful marbled snowstorm effect!

We extended on our fine motor skills challenge from last week, as the children used safety scissors to create paper snowflakes! Scissors can be very difficult for children to master, but once they figure out how to use them their sense of satisfaction and achievement is wonderful to see. We gave them plenty of time to examine and trial different ways of manipulating the scissors, and gave them pointers when they needed help. They were so focused on the task, and once they had worked it out they busied themselves making intricate cuttings in their paper snowflakes!

Housekeeping

Can I please remind parents to take home your child's belongings each day. This includes water bottles to be washed and refilled freshly each day, school bags as they may contain clothes to be washed, and jackets. Also if children are bringing a water bottle please ensure it is plastic and not metal.

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Stage 2R: Creating Snowstorms!



Stage 2R: Cutting Snowflakes



Stage 2R: Outdoor Play



The Red Planet

Exploring the surface of another planet sounds like something out of a science fiction book, but it is totally real! This week, we have been involved in a space experiment that gave the children a framework for understanding how scientist study the soil on Mars through engaging children in a sensory experience, pretending to drive the Mars rovers, and a STEM project on exploring the Mars helicopter.

This turned out to be so much fun that all our children joined in. We loved the investigation aspect of it and learnt so much more about Planet Mars as we thought it was only a small planet in red colour.

We started by walking about has astronauts have been going on missions to Planet Mars, so we introduced the 'Mars Rover' experience where the children went on a mission to drive the rovers and collect the rocks sample and transfer them to a spacecraft.

Then, we had extended our conversations in discussing the rocky surface that Mars has. Therefore, we implemented another experience where children could build and mould Planet Mars themselves using red playdough. Through sculpting, moulding, and transforming, the children had fun engaging in the experience and enjoyed the provocation to build planet Mars. Did you know Mars is half the size of Earth?

Another exciting experience we engaged in was flying the Mars helicopter experience. It was a STEM learning experience where through experiment the different ways to make the Mars helicopter to fly. During the experience, we engaged in an inquiry process through observing, inferring, designing, and testing. We started the experience by making up a simple model for the Mars helicopter. Then, we observed how it flew and compared it with an unfolded piece of paper. Based on our observations, we then drew conclusions that the paper fell down quickly then the helicopter and the helicopter was 'flying' in the air. We are so thrilled on how the helicopter was flying and we wanted it to fly much longer in the air. Therefore, we then experiment our helicopter by making one change. We tried to fold the bottom up by one more fold, we tried to shorten or changing the shape of the blades. It turns out changing a small part does affect the performance the helicopter. During this STEM learning experience, we also engaged in different science concepts and deepen our understandings in cause-and-effect, movement and force, gravity, and energy. Through observations, investigations, and problem-solving, children themselves discover how things are constructed and how they work. These are important skills and concept for children in their early years of learning and a foundation for their later years of learning.

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Stage 2/3: Rovers On Mars



Stage 2/3: Flying Helicopters To Mars



Stage 2/3: Friendships!



Dinosaurs!

Our term is almost to an end; I can't believe how fast it has gone.

During our morning group time, Miss Emily engaged the children in small conversations about the different dinosaurs we know and which one is our favourite. As a class we sat together and one by one the children came up and placed their name under their favourite dinosaur. At the end we counted the dinosaur with the most children and the dinosaur with the least. Of course the most favourite was the Tyrannosaurus rex!

Being introduced to graphs at an early age can help children to understand huge mathematical concepts such as sorting, organising, counting, comparing, and analysing.

During our second session the children were broken into two groups. The inside group were asked to find a partner and make a circle. They were then given a sheet that had 6 different dinosaurs on it. As we had played 'alphabet bingo' in the past, the children were quite familiar with the rules.

The children worked together to match all the dinosaurs and shout 'BINGO!'

This experience was a fun way to engage the children in learning the different names of dinosaurs, as well as developing picture and word recognition.

Next week is our final week of Term 3! We are all looking forward to a fun revision week of fun and laughter.

Housekeeping

- A reminder to please email me if our child's birthday is coming up, we can organise a cake and party with their friends.
- Please encourage your child to leave toys at home. We seem to have a lot of toys coming in, and we are not responsible for them being lost or broken. I will only allow for 'show and tell'.

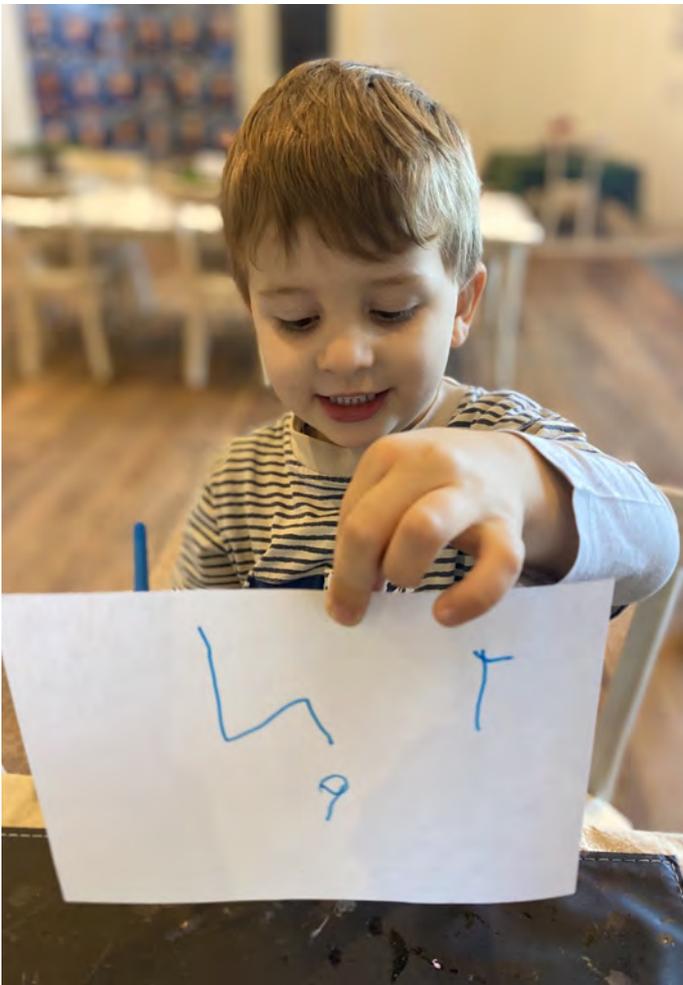
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Stage 3: Dinosaur Bingo



Stage 3: Dinosaur Writing



Stage 3: Spring Has Sprung!



Fairy Tales – Goldilocks and the Three Bears

Our final fairy tale of the term was Goldilocks and the Three Bears. Again, as per the last few fairy tales we explored, the children were all very familiar with the story and how it plays out. We took turns of being each different character in the story and acted out our parts with another class member being the narrator. Again, each narrator put their own spin on the story and gave it their own twist.

Making oats into porridge was a favourite activity relating to the story of the week. In a pretend kitchen, the children had the opportunity to play, create, hypothesise, discuss and ponder the best ways to make porridge. Using a recipe as a guide, the children took turns of reading the instructions and method used to create their own bowl of porridge. Children could be heard pretending to taste the porridge and claim it was 'too hot', 'too cold' or 'just right!'. Each child also took on the character of father bear, mother bear or baby bear when eating the porridge and acted out a scene of the story as well.

This activity was followed by an experience of lining up various sized bears in order of father bear, mother bear and baby bear (ie biggest to smallest). This experience then led onto counting the number of each size of bears, adding onto that number and also subtracting from that number as well.

The artistic part of the program had us creating a collage of bears. Using three different sizes of circle shaped paper, the children made their own creation of the bear family from the story. Each child added a face to their bears, which they hand drew, before using glue to stick the bear faces on a piece of paper in order of biggest to smallest. The class all liked looking at each other's collage creation when it was placed on the wall and explained how they put their artwork together.

It was a great week of learning and exploring and the children have all really enjoyed exploring and participating in a fairy tale provocation. We may even try our hand at writing our own fairy tales in the future!

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Stage 3/4: Making Porridge & Bear Collage



Stage 3/4: Size Sorting & Role Play



Stage 3/4: Sharing Is Caring



Drought Investigations

As we make our way into our final weeks of Term 3 we are finishing on the topic of droughts in Australia. This topic has drawn the children's interest greatly and the conversations that have been made about droughts are amazing and priceless.

During the week we divided the children up into three groups and each group was given a piece of paper and a marker. In the group the children had to work with a teacher and come up with different things they might know about droughts.

Our responses for this were:

"Farmers lose money, " said Zoe.

"Have shower showers," said Faith.

"The temperature rises, " said Harvey.

"The effects of the drought is caused by the sun, " said Maddie.

"The drought is not in the city because it isn't hot enough, " said George.

"The sun takes the water, " said Christian.

"Animals have no food, " said Madison.

"A drought is a long shortage of water supply, " said Karl.

"The wind has to be hot for a drought to occur," said Suprina.

One thing we learnt about droughts is: A drought is an unusually long period of time where there is not enough water to meet the needs of people, animals and plants. In Australia, droughts can last for many years and can affect people who live inland, on farms, in cities and in coastal areas. Droughts can continue even when there has been some rainfall. Droughts can cause food crops to fail and farm animals to die. During droughts, other disasters can also occur, such as bushfires and heatwaves.

The main activities that the children were able to participate in this week were:

Mud play: this activity the children had to use the paintbrush and water and paint a tray of dirt and watch it dry. This activity allowed the children to visually see what happens during a drought. The activity promoted fine motor skill development as this is an area that we are working on with the children.

Small world play: Small world sensory play allows the children to use their imaginative thinking skills and builds on their real world experiences. This week we had coloured sand with logs and snakes. The children really enjoyed making homes and interacting with one another with this activity.

Next week is our final week of the term so we will be looking at the term that we just had and reflect on what we have learnt.

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Stage 4: Mud Play



Stage 4: Small World Sensory Play



Stage 4: Fun In The Sun!



Stage 4

By Ms Maddie Criss and Ms Sarah Ross

Jobs On The Farm

This week Stage Four returned to the farm to explore the different types jobs needed to maintain a farm. The children participated in a range of experiences where they cared for animals and drove heavy machinery around the farm while also practicing their literacy, numeracy and social skills.

The Stage Four children had many discussions about the different jobs there are on the farm. Some of their responses included;

"Feed the cows," said Lachlan.

"Planting seeds," said Sofia.

"Shovelling dirt," said Meera.

"We drive tractors on the farm," said Hayley X.

"Feed the chickens," said Noah.

"We need to get to work!" said Hayley SF.

"Fill up the animals water," said Harry.

"Feed the pigs," said Isobel.

"Pitchforks to carry hay and dirt and straw," said Aran.

"We need to put the hay stacks out for the horse to eat," said Sofia.

"Feed the horses," said Vernon.

"Sheer the sheep and collect," said Meera.

"Feed the ducklings," said Isola.

Feeding Time At The Farm

A popular interest in Stage Four this week was learning about how to care for animals and what that entails. We discussed how each animal needs different things and even different food. To extend upon this interest further the children were invited to engage in a numeracy activity where they were required to feed different farm animals the correct amount of food. The children practiced reading numbers and used tongs to pick up and dish out the correct amount of food to each animal. This activity provided the children with the opportunity to practice their understanding of number sense and even strengthen their fine motor muscles in the process.

Cleaning Up!

Another important aspect of caring for animals the children identified was keeping them clean. This led to a discussion about how different animals are cleaned and what tools are used such as; brushes and sponges. The Stage Four children decided to resource their own learning and play by creating their own bubble bath for our toy farm animals and scrubbed them clean using classroom items such as; paint brushes. During this activity the children demonstrated their creativity and cooperative skills as they engaged in socio-dramatic play with their peers.

Barn Art

After feeding and cleaning our farm animals we decided that our animals need somewhere safe to live. The children were provided with red paper, markers and collage materials and were encouraged to design a home for their much-loved farm animals. Each child created beautifully detailed barns and afterwards spent time discussing the stories of their barns.

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Stage 4: Feeding Farm Animals & Cleaning Up



Stage 4: Barn & Tractor Art



Stage 4: Gym Class & Sandpit Play

