



REDDAM

ELS

5th November 2021

# REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER

## Principal's Message

By Mrs Simone Cooke

Dear Parents,

Setting up interesting and engaging activities that offer invitations to play is central to the Reggio Emilia environment which we adopt here at Reddam. One element which is used with the children focuses upon "Small World Play". This consists of providing the children with miniature items which they can use to extend their imagination, re-enact stories and act out scenarios that allow them to make sense of the real world.

Small World play is particularly beneficial for building children's language skills as the children build their expressive skills and narrate what they are creating during their play. This often involves explaining the choices that they are making, re-telling well known stories and inventing new ones. This builds their vocabulary and allows them to practise using new words in context. This enables them to start rich conversations with peers, as they compare the scenes and stories which they are creating and will often recite phrases from stories as they relay dialogue between animals and characters and draw upon past stories they have heard.

Offering the children small world environments allows them to process and act out daily events and recall past experience such as feeding an animal, driving a car or putting a baby to sleep, it also encourages them to be creative and experiment with different roles. We often hear the children incorporate their own experiences into these play scenarios such as "I'm the mother and I'm patting the baby to sleep because she had a bad dream" or "My dog has been naughty, so he has to stay on his dog bed". This type of role play allows children to take control over their play and allows them to experiment with different outcomes and practice cause and effect in a safe way.

Engaging in Small World play with others also encourages children to share and imagine together, this is very important as it assists them in sharing knowledge and skills and is a wonderful opportunity for them to learn from one another. Socialising with others in

## Principal's Message Continued...

this way boosts confidence and self-esteem and helps to build conflict resolution in even young toddlers who begin to learn the concept of sharing and turn taking as they rotate materials. It also encourages children to use positional language such as under, over, next to, left, right, above, below, as they create their miniature world and describe the processes they are adopting.

In this process of creating small world environments the children are often learning many practical skills that prepare them for life such as " don't leave the hot pot on the stove" or " you have to drive the car on the right side of the road or you will have an accident". This helps children to practice rules and routines that occur in the real world and allow them to practice these skills before they will ever be required to do so in real life.

The resources offered by the teacher can be purposely used to teach new concepts and may include offering a variety of cultural items so that children can share with others the similarities and differences of routines in their own homes. Teachers may also set up a dinosaur small play so that they can view in context the size and scale of these animals compared to a person or even a construction small play where the children can use diggers, cranes and trucks to move small rocks so they can explore how these machines work or perhaps a fairy small world to encourage fantasy play and imagination. The opportunities for small world play are limitless and as Albert Einstein famously stated " Logic will get you from A to B . Imagination will take you everywhere".



## Exploring Nature

This week our little ones continued their investigation into nature and growth. We further explored the element of soil as we introduced seeds and experimented in planting seeds. It was wonderful to see our babies carefully holding each little seed in their hands and then holding their outstretched hands to place them into the soil.

Each of the Babies thoroughly enjoyed themselves with this sensory experience, as they got to touch and feel the dirt and seeds and covered the seeds with soil as we sang songs and talked about how each of the little seeds will grow into sprouts and then into plants.

The children watched with interest as we read a story about a little seed that grows and carefully inspected the seed packet as it was colourful and interesting to them. The Babies used some excess seeds to paste onto the collaborative collage work and this involved more focus and fine motor skills to complete this task. What a great effort from everyone!

The Babies had a wonderful time while outdoors in the back garden playing together as they climbed, played with balls and explored tunnels.

What a wonderful week!



# Stage 1R: Natural Loose Parts Play



# Stage 1R: Little Propagators



## Nature & Loose Parts

*"Teaching children about the natural world should be treated as one of the most important events in their lives."* -**Thomas Berry**

This week in Stage 1E and 1D the children further discovered more about our wonderful provocation of Nature and Loose Parts. Being outdoors provides endless opportunities for children to learn and explore. We have recently planted some new flowers and plants in our outside area. This week by linking our provocation to ELYF outcome 2.4 – Children become socially responsible and show respect for the environment, we showed the children how to take care of our plants and they spent some time exploring and investigating using their magnifying glasses. The children all thoroughly enjoyed this activity and are all very excited to water our plants.

For our sensory activities this week the children played with various loose parts. This activity was great for developing their imaginations, fine-motor skills and exploring a variety of different textures, materials and colours. The children loved the variety of natural materials such as ; leaves, stones, seeds and pebbles. They could choose what items they wanted to be creative with and had the freedom to create anything they wanted to.

During our provocation group time we discussed our nature explorers Curious Carl and Curious Callie and we printed out some of the children's weekend adventures and had a group discussion about the activity they did with their explorer friend. The children were very excited during this activity and very proud of their photo. This activity was great for building the children's self-confidence as it provided them each with the opportunity to present their photo in front of their educators and peers. This activity also encouraged their language development as we asked them questions about their adventure.

Our Literacy focus this week was an exciting book called "Outside your window, a first book about nature." Written by Nicola Davies. This beautifully illustrated book has so many great facts about nature and fun things to do in nature.

Wishing you all a lovely weekend

# Stage 1E + 1D: Nature Investigation & Art



# Stage 1E + 1D: Exploring Natural Loose Parts





# Stage 1E + 1D: Curious Carl & Curious Callie



## Friendship

This week our focus was the first core element of the Early Years Learning Framework, as we explored belonging. Throughout the year our primary goal has been to ensure each child has built strong connections to the groups they belong to, and that they know that they are important and valued members of our class. This has been evident in the beautiful bonds that they have formed with each other over the past ten months, and as we begin our end of year preparations, we wanted to take the time to explore the importance of friendship.

Our art project saw them each choose a buddy to create an artwork together! They sat together and each chose one of the three primary colours, which we painted over their hands. We asked them to either hold each other's hand or give their friend a high five, and asked them to look at what happened to the colours. This was an exploration of primary and secondary colours, that depended on the colours they had chosen. We explained that when mixed together, blue and yellow created green, yellow and red made orange, and red and blue turned purple!

Once the colours were mixed they used their hands to paint freely over the page. The collaboration turned out beautifully, showing interlocking handprints made up of their original primary colour of each child, and the secondary colour made to represent their wonderful friendship.

We also explored primary and secondary colours using playdough! Playdough is a wonderful medium for young children, as it allows them to develop a range of skills through open ended play. We used red, yellow and blue playdough, which they mixed together to make orange, green and purple. They continued to mix in primary colours to create a range of tertiary shades, and some decided to mix everything together to make a rainbow swirl that eventually blended together to make brown.

Next week we will continue looking into the concept of belonging, by looking at the most important groups we belong to – our families! We will be using the family photos that are displayed on our wall, so if you have not yet sent one in (or if your family has grown since the start of the year!) please send one to [madeleine.grant@reddamels.com.au](mailto:madeleine.grant@reddamels.com.au) so your child can participate!

## Stage 2R: Hands Of Friendship



## Stage 2R: Exploring Primary & Secondary Colours



## Stage 2R: Fun In The Sun!



# Stage 2/3

By Gabriela Guimaraes

## Busy Bees

Every corner in our classroom provides possibilities to learn and evolve, as we use our environment as the third teacher. We transformed our Science area to a Bee focus. Items included: bee poster cards, hive frames, books, honey, beekeeper hat, bees for observation, beeswax, flowers, herbs, honeycomb, magnifying glass and bee vision viewer.

The children were invited to put their beekeeper hats on and with their real magnifying glasses they went around the table investigating all the different resources

There were different provocations along the week to teach the children about the honeybee lifecycle. We started off with one our favourite activities: a sensory bin.

The teachers engaged with the children talking about the bee's life cycle and then went further in detail reinforcing the names of the stages. Bees and honey go hand-in-hand, so we decided to create a sensory experience using honey. We tried creating various recipes, but the best one was honey playdough. It was soft, smelled good, and the children played with it for a very long time. We added some honey dippers and a real honey pot was at the centre of the table to inspire the play. While playing with the honey playdough the children were very curious to have a taste, so we let them dip in their fingers and get a bit messy. This spontaneous activity provided us another learning experience and some more group discussions, such as:

- Is the honey sweet or salty?
- Have you ever seen a bee?
- Which colors can be seen on a bee's body?
- What do bees make?

Our busy little bees buzzed their way to the art room where they created their own honeycombs. Of course, ours is made of paper and paint and you won't find any real bees but they were a lot of fun to make and gave us a few extra opportunities to talk about bees and how they live. To make it even better, we also had the chance to talk more about recycling and reusing things that we would normally just throw away. In this case, bubble wrap!

## Stage 2/3: Exploring Bee Life Cycles



## Stage 2/3: Investigating Bees & Creating Honeycomb





## Stage 2/3: Honey Dipping



# Stage 3

By Ms Emily Chacon

## When I Grow up

This week Stage 3 children continued to develop their literacy skills, through group time we have been discussing the difference between lower case and capital letters. This experience focused on lower case letters.

There were some flash cards displayed on the table, the children were encouraged to pick any of the letters and were first asked the phonetic sound of the letter they chose. Then using their index finger to write their letter in the bag on paint.

This simple activity not only stimulates children's phonetic awareness such as letter-sound correspondence but also children's reading ability later. They could gain more confidence to do the handwriting once they can distinguish individual shapes and sounds of the 26 letters of the alphabet.

Throughout our morning group times we have begun saying affirmations to boost our confidence for the day. Affirmations not only boost self-esteem and promote a growth mindset, but they also help combat intrusive negative thoughts and those pesky Automatic Negative Thoughts (A.N.T.s). For this reason, affirmations are a powerful tool for children who are struggling to manage emotions.

Daily affirmations are simply positive statements you tell yourself every day. This small investment in positive thinking can have a big impact on one's well-being, and it's especially beneficial for children as they build their self-image and learn how to navigate their feelings.

Our numeracy table was a mix of numbers and sensory play. In a big tray was rice, pom poms and large dice. The children were encouraged to look at a die and count all the numbers on each side. Using the dice the children rolled a number and were encouraged to pick out the corresponding number of pom poms. After repeating the same action, the children were then asked to add the two numbers, using the pom poms as a guide. It was wonderful to see the children really trying and further developing their numerical knowledge. Math is important, and it's important to help young children develop their mathematical thinking. In addition to setting children up for later academic success, math skills are foundational for important skills such as critical thinking and logic.

## Stage 3: Dice & Rice





## Stage 3: Water Play!



# Stage 3/4

By Ms Riina Andrew

## Investigation: Literacy

This week we focused on the letter O. Yonnie shared with us her octopus, Nicholas introduced us to his favourite Transformer, Optimus Prime and Jaden showed us his fabulous creation that he made at home of an octopus and Lachlan showed us a variety of items that he had drawn that start with the letter O. Again, it was a fun week of o news. Next week, will be our final week of literacy. The letter of the week will be the letter u, so please send your children to school with an item that they can present that starts with the letter u.

At the Alphabet Snap table, the children were encouraged to choose a picture card and then find the letter card that matched the first letter of that picture. "Does this match?" was a very popular question that the children were asking each other and myself during the game. Some children also found the first letter of their name and placed that letter card on their chest. "Look, I match" was shouted by some of the children while doing this and laughs were had all around!

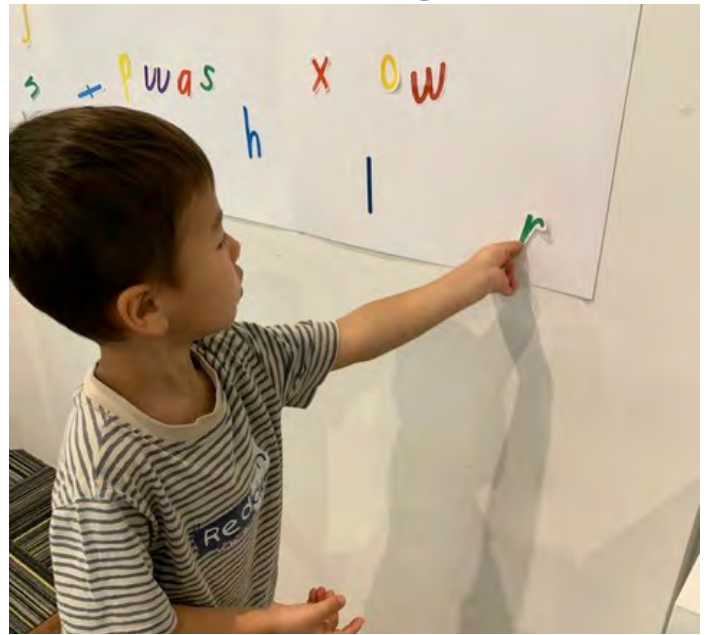
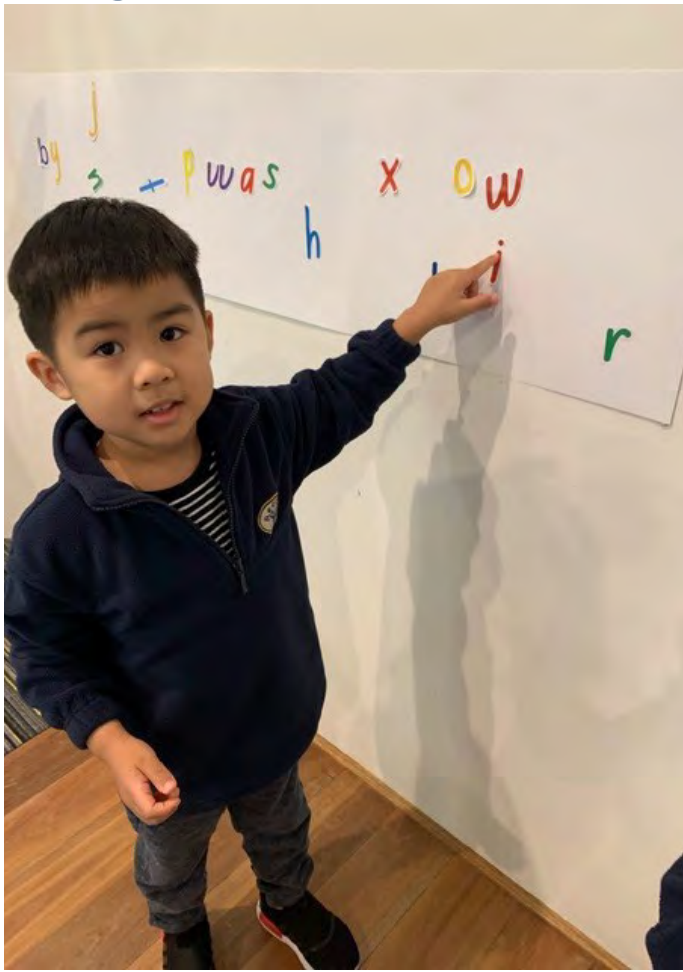
We also continued with our Letter Writing practise. Using whiteboard markers and alphabet cards, each child had the opportunity to practise the correct way to form each letter. As we were using whiteboard markers, the children were able to practise over and over again to make sure they were writing the letters correctly. As we all know, practise makes perfect!

Another fun experiences this week, was the Crayon Rubbing activity. I provided the children with flash cards that were printed with rough letter formations. Each child was encouraged to pick a card of their choice, place a piece of paper over the top and rub a crayon sideways over the top of the letter. Like magic, the letter appeared on the paper and each child was surprised to see their letter come through on their paper.

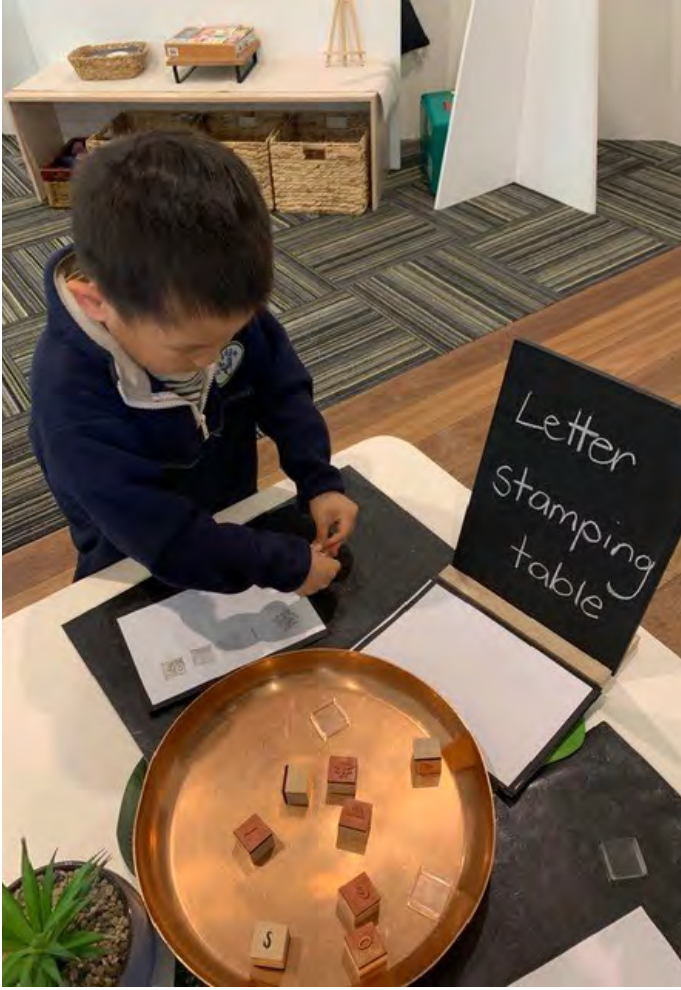
The final experience was another alphabet activity of collage. Each child was encouraged to choose three letters from a bowl. They then had the option of writing these letters free-hand or tracing them. We then used scissors to cut out each letter and used a glue stick to paste our letters on our paper. A fun week was had by all!



# Stage 3/4: Letter Wall & Crayon Rubbing Activity



# Stage 3/4: Letter Stamping & Writing





# Stage 3/4: Outdoor Fun!



## Next year I am going to...

An important aspect of transitioning to school is ensuring children feel safe, secure, and supported on their journey. Many children express that they feel more comfortable and at ease when they have a familiar friend or peer when they come to school. To explore new friendships and peer groups this week Stage Four began to discuss the different schools they are going to next year. Many of the Stage Four children expressed their excitement to learn that they had a good friend going with them or even just a familiar face. To foster these new relationships amongst the children we facilitated some common school yard group games such as; "duck duck goose" and "what's the time mister wolf?" The children also enjoyed play based activities with their new friends they are attending school with next year.

## Can you build a shape from paddle-pop sticks?

This week stage four engaged in a mathematical task that encouraged them to copy, analyse and compare shapes through the manipulation of paddle-pop sticks. The children were provided with shape cards and encouraged to recognise distinct features of each unique shape such as how many sides and corners each had. The children then had to recreate the shapes on the card by placing paddle pop sticks in the appropriate formation. Learning about shapes helps children to identify and organise visual information and provides them with the opportunity to develop skills in other curriculum areas such as math and english.

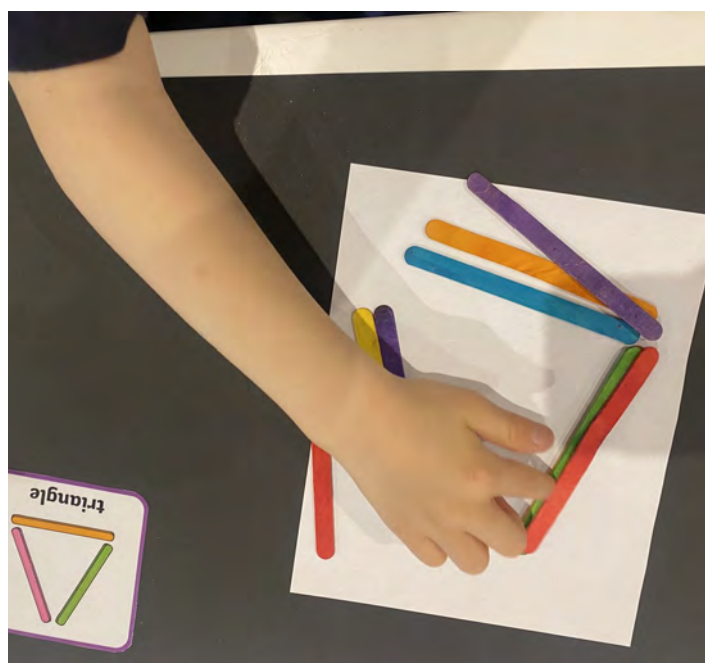
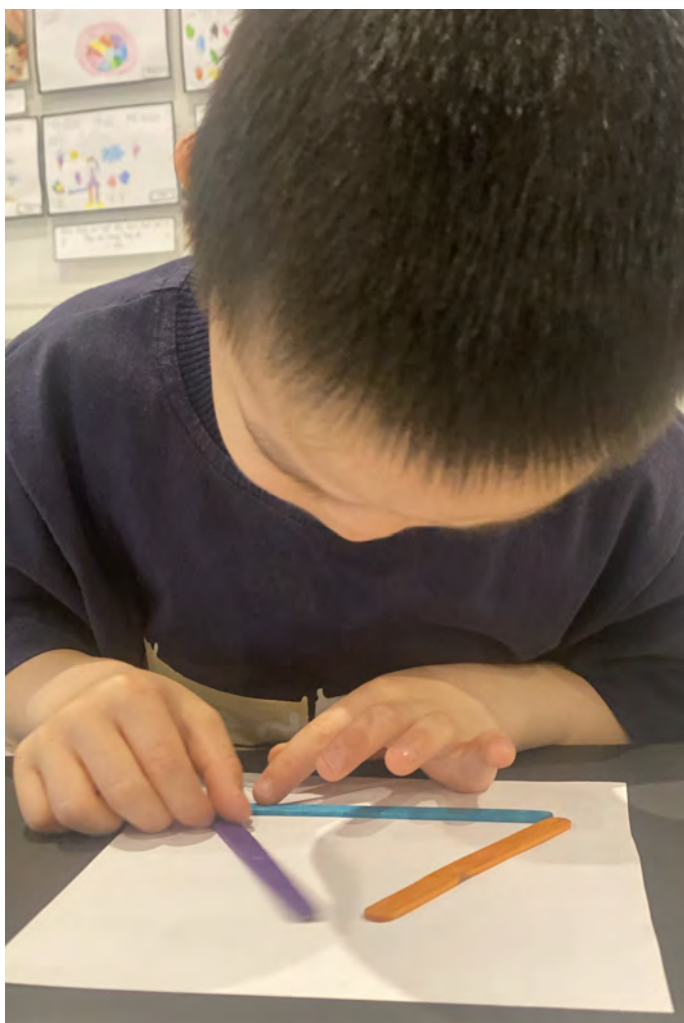
## Numeracy: Writing numerals

This week the children practiced their number recognition, one to one correspondence, and writing skills as they used counters and number cards and crayons to create the numbers 0-20 in as many ways as possible. This included the children reading the numbers then writing them in their numeral form and as words. In addition, the children drew pictures to depict different amounts alongside the numerals they had written. From this learning experience Stage Four discovered that numbers can be written in word formation. As the children read the words they practiced sounding out the phonemes they recognised. We are so proud of the children's enthusiasm and focus when engaging in this numeracy lesson and the Stage Four children expressed their interest in exploring these concepts further in future play and learning.

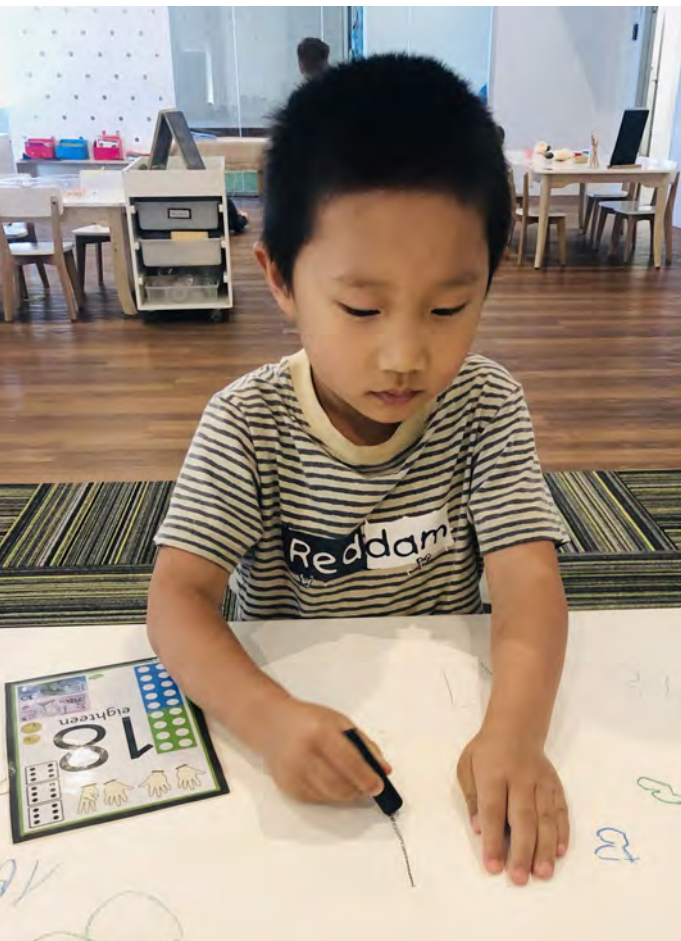
## Fine Motor Gym

Correct pencil grip requires strong finger and hand muscles and dexterity. This allows the writer to move their pencil efficiently and precisely without their hand tiring easily. This week we revisited each child's ability to hold their pencil correctly and gave the children support on how to place their fingers on the pencil. Stage Four viewed visual instructions to support and reinforce the correct finger placement. While practicing, the children were asked to write any words that they may know. The children were so proud to share their knowledge of the words and letters they know how to write.

# Stage 4: Building Shapes With Paddle Pops



# Stage 4: Writing Numerals



# Stage 4: Pencil Grip



# Stage 4 Friends For Life

Ms Lauren Doughton , Ms Sarah Ross,  
Ms Maddie Criss



What a joy to be back doing drama again. It was lovely to see some familiar faces and some new ones too! This week in drama our theme was "Pirates". We started by singing our hello song, and I was so pleased that everyone remembered the words and actions. Stage 1 did such a good job at following along with my actions.

In Stages 1 and 2 I explained to the children that whilst I was in lockdown my Grandma had found a map when she was clearing out her attic and I was keen to follow it did they want to help me? We started on the parachute covering one eye to see what it would be like to wear an eye patch. Then we used our imagination to pretend to be a pirate (ooohhhh arrrgggghhh), What do pirates they look like, what do they say and the most important thing is what do pirates do? As a warmup we played a game called Captain's Deck this involved the children listening to the command and doing an action to for that command.

**Captain on Deck:** Stand at attention, salute, and say "Aye, Aye Captain!"

**Stern:** Go to the front of the ship and look out.

**Bow:** Run to the back of the ship and pull in the anchor

**Starboard:** Go to the left side and walk the plank.

**Port:** Go to the left side of the ship and load the cannons.

**Climb the Rigging:** Pretend to climb up to the crow's nest.

**Swab the Deck:** Pretend to mop the deck or get on your hands and knees and scrub.

**Mermaid/Merman:** Stand on one leg while holding the other leg up behind you. Wave with your other hand, smile and say, "Hiya Sailor!"

**Starfish:** Make a starfish shape

The older groups created a pirate ship with their body and the younger groups used our imagination to pretend we were in a boat. We set sail and found the Island that looks like a heart! Row, row, row your boat. Once we arrived at the Island I used storytelling to go through all the obstacles on the map and the children used their imagination and creativity to improvise. Once, they found where X marks the spot we dug up the treasure box and discussed what they found in the box .

## Soundscape

In Stage 3 and 4 the children created a soundscape. In this activity, the children create an environment using sound. In a circle, I invited the children to close their eyes and imagine that they are in a specific place, such as a forest. The children keep their eyes closed throughout this activity. I asked the children to slowly add in sounds that one would hear in the forest. The sounds can be anything: wind; rushing water; birds; crickets; etc. Reminding the children to make their sound softly and intermittently. In other words, they don't have to continually contribute their sounds, they can offer it when it feels right. We tried a of couple of different environments, including: forest; busy train station; barnyard, etc. Next, I told the children that since they are about to perform a pirate play that they are going to make the sound of a storm at sea. I asked the children to build the storm gradually and then let it die down.

# Drama





# Piano

By Mr Alan Tang

This week was the third week of term 4. The children at Reddam were extremely well behaved this week. Stage 4 and 3/4 kept learning the songs "Brother John" and they were also asked to show the peers how to identify the key C, D, E, F and G. By engaging the students to speak up in the classroom, it helped to build up their confidence, this teaching method to boost students confidence applied to primary school and high school teaching as well. Stage 2 and 3 were also taught the first part of "Brother John", they were getting better at finding C and D. Stage 1 also had a mini piano concert catered to them and they were so patient and quiet while the music was being played. It was a great week at Reddam ELS.



# My Gym



# My Physical Education

