



**REDDAM**  
ELS

12th November 2021

# REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER

## Principal's Message

By Mrs Simone Cooke

Dear Parents,

***"No one can whistle a symphony. It takes a whole orchestra to play it"*** -  
HE Luccock

Central to the Reggio Emilia inspired approach to learning that we follow here at Reddam is our focus on collaboration and co-operation, which is used intentionally to promote connections with others. Encouraging children to work together on in depth projects allows children to engage in shared decision making, which gives them ownership and responsibility over their learning. Working in both small and large groups allows children to work together to problem-solve and engage in conversations that require negotiation so that children can be active participants in their learning.

Working and learning together builds a sense of belonging for children as they learn not just from their teachers but from one another. Sharing their opinions with others and working together on common goals allows children to build trust and team working skills. These skills are then extended into the playground and into their spontaneous play experiences where we see the children deciding together what games they will play, what role each of them will hold and what outcome they are hoping to achieve. This provides them with important skills that extend well beyond their preschool years and into Primary school and beyond.

By collaborating with others, children discover each other's unique skills, interests and capabilities. Rather than limiting their thinking the children expand their own repertoire of skills. By actively contributing to their Provocations and joint projects the children are more engaged in their learning and they are building strong and authentic relationships with others. For this reason our teachers ensure that the children are involved in formulating the curriculum and provocation focus. Through their 'mind maps of possibility' and brainstorming sessions the children work together to select projects that are

# Principal's Message Continued...

interesting and meaningful to them. They also feel genuinely listened to and feel their ideas and suggestions are valued and worthwhile.

We want our children to see what wonderful outcomes can be achieved if we work with others. By collaborating with each other our children learn the value of teamwork and they are able to see that we can learn so much more when we combine our ideas, thoughts and hands together. In the process they learn about the importance of sharing, turn taking, negotiation and even conflict resolution, which is part of the everyday learning of our busy children.

## SEASONAL WARRIORS PRODUCTION

I would like to invite our families to support a wonderful initiative by one of our Reddam families who has put together a wonderful Edutainment production called "Discover the Magic" which will take place at ARA Darling Quarter Theatre on Sunday 19th December, 2021. This is written and produced by one of our talented Reddam families and features the Seasonal Warriors who has previously visited our school for a production. This singing and dancing musical show is designed for children 4 years and older and is an eco-charity event that embeds the importance of sustainability in a fun and enjoyable way. A flyer will be placed in your child's bag if you are interested in purchasing tickets to attend this event please follow the links to purchase tickets. ( It is also eligible for Discover NSW entertainment vouchers) . It promises to be a wonderful mix of education and entertainment as the children join Yummy , the Guardian of Seedarious on his quest to protect our planet.

## CHRISTMAS CONCERT

Thank you for your patience as we await news that we have permission to host our annual Christmas concerts and Graduation Ceremony. Due to covid restrictions still in place in schools we are still waiting for confirmation that events can take place on the dates that were previously notified. In the interim, the children's performances will be videoed so that families can view these special events and can share them with family members.





## The Element of Water

Splish, splosh, splash....this week we investigated the element of water, with lots of smiles and giggles. The Babies engaged in many wonderful sensory water play experiences that involved pouring and splashing. The children were not shy about getting their hands wet and had to so much fun, even if we are still learning about sharing at times, which can be a little hard at times when we have so many exciting new pieces of equipment to explore from little sailing boats, water wheels, sieves, sponges, watering cans and buckets, but it is all in a days work for busy babies .

We talked with the children about what we use water for and sang songs about washing our hands and cleaning our teeth and why it is so important for us to have water for our environment. The Babies extended their understanding of water by doing some wonderful water painting with blue food colouring and water mixed together. Everyone had a turn at picking up the brush, which is really good for developing their fine motor skills and again they really enjoyed painting as they felt really grown up

This week we were also so excited as we added My gym & music to our specialist classes and learnt all about rolling and balancing. We all thought it was so much fun as our Coach Andraias is very engaging . We shall definitely look forward to more next week

**Housekeeping news:** A kind reminder that all parents label all clothes, bottles, comforters, shoes and also socks. We do like to send them home with the rightful owner.





# Stage 1R: Water Play





# Stage 1R: Watercolour Painting





## Nature & Loose Parts

***“Children still need a childhood with dirt, mud, puddles, trees, sticks, and tadpoles.”*** - Brooke Hampton

What an amazing week we have had in Stage 1E and Stage 1D this week. We have continued our Nature and Loose Parts provocation and focus on nature and natural materials.

At Reddam we are always looking for opportunities for children to grow, and we love finding teachable moments. Following on from discussing and exploring our new plants and flowers last week, the children had the chance to take ownership of our green space and water the plant and flowers this week.

Children learn best when engaging all their senses. With gardening and exploring natural materials the children were able to touch and feel the dirt, water, watering can and smell the wonderful fragrances of the flowers. They also saw the vibrant colours. The children really enjoyed watering our garden and this gave them the opportunity to play with the water and to experiment with measuring and following directions and instructions.

Combining our gardening with natural materials the children also had the chance to play with two natural materials “Rocks” and “Sticks”. Our first activity allowed the children to tread wooden rings onto large sticks. This developed their concentration, coordination and fine-motor skills. Our second activity allowed the children to count and balance/stack different rocks on top of each one another. These activities were exciting and challenging for the children and they were extremely happy with themselves when they achieved their goal with either or both activities.

Friendly Reminder:

- I have sent out an email communication regarding our class photos for 2021 which will take place on Wednesday 17/11/2021 or Thursday 18/11/2021 depending what group your child is in. Please feel free to contact me if you have any questions.
- In preparation for 2022, we ask that you minimise the number of toys or comforters you send in with your little one. If they require a comforter to sleep with, please place this into their bag and we will give it to them when they go down for their nap. We will be encouraging them to only have these during their sleep and will place them back into their bags once they have woken up.

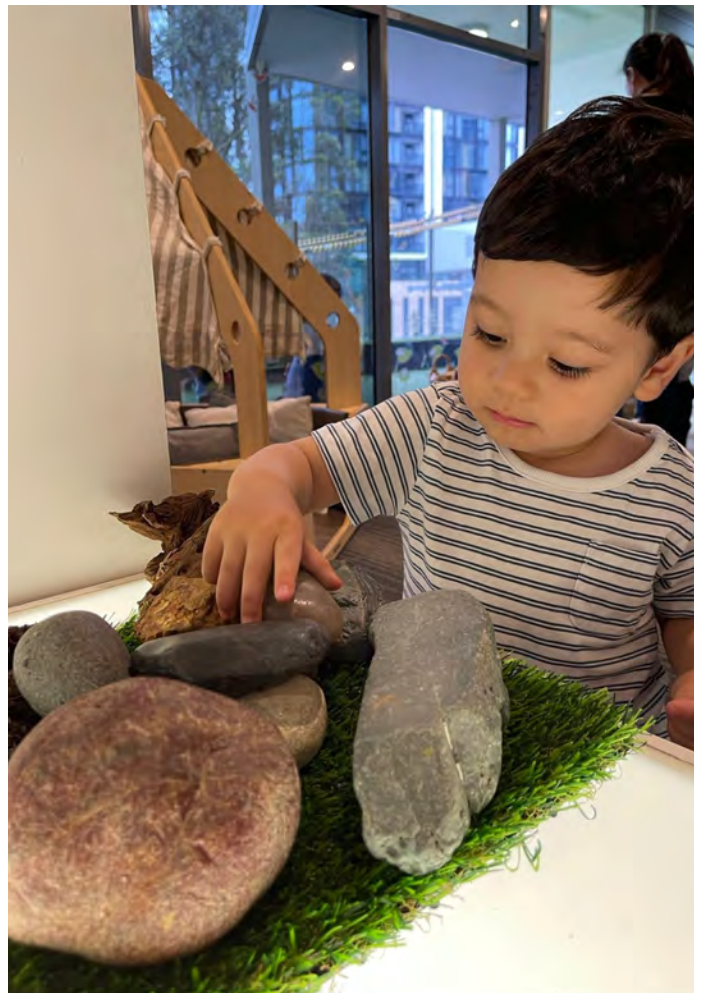


# Stage 1E + 1D: Looking After Our New Plants





# Stage 1E + 1D: Exploring Natural Materials





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





## My Family

This week we explored the other groups and communities we belong to, especially the most important group of all, our families!

The children were given a range of blocks and asked if they could recreate their own homes. It was fascinating seeing the different ways they interpreted the provocation, with some building house like structures of square blocks with triangle roofs. Others laid them side by side and explained which block represented each room. There were some tall towers or sprawling castles, and some got creative and instead made a racetrack! Once the buildings were done they chose wooden figures to represent each member of their family, and placed them where they thought they should be and explained what they were doing. Through this we saw them represent their lived experiences (or imaginations) through their play, and were given an insight into how they interpreted the world around them.

We have had our family photos displayed on the entrance wall to the room for a while, and have loved hearing the children's comments on these over the past few months. We decided to extend this by setting up an observation activity where the children sat in pairs with their photos to prompt discussion with their friends and teachers about their home lives and what was happening in their photos. It proved to be a great exercise in assessing their language skills, as it was a topic of conversation that was clearly very close to their hearts.

We sat with them and were busy writing down the comments they made. Through this we noticed the full extent of their language development over the year, as they began forming longer and more complex sentences and refining their grammar and syntax. Their comments were so sweet and often funny, especially in the details they decided to emphasise in their descriptions:

"That's mama, Allie and daddy. Edward wasn't there, he is a baby, a little brother."

"That's me! That's Amelia and my mummy and papa. It's a birthday party, my party, not mum's party!"

"It's daddy! Mummy! Ava! Sofia! And look! It's a tree!"

"That's me and daddy, mama, and that's my Clemmy, and Easter Bunny. We have Easter Eggs and I got babyccino from café."

"That's baby Jake with Cody and dada and mama, and that's my house and MY cake!"

"Is papa, mama, sister and Risa. Risa and sister have dress like princess!"

"That's me, Flynn, mama, mummy, Lincoln. And there is elephant on the wall."

"That's me and Xandy. It's Alex's birthday, he got a very big cake and I eat it all."

"This is Charlie with mama and Ollie and that's dad. I am doing a smiley face, that's my ear, and that's daddy's ear."

A reminder that our class photo will be taken next Wednesday at 10am, so please arrive no later than 9:30. For children who do not usually attend on a Wednesday please let me know in advance if they will be coming for the photo, and drop them to the classroom at 9:45am.



## Stage 2R: Recreating Children's Homes





## Stage 2R: Communicating Home Life





# Stage 2/3

By Gabriela Guimaraes

## Frog Life Cycles

Handling real-life specimen from Nature awakens wonder, interest and curiosity in children, creating an engaged mind from which science education can spring. At the beginning of term four, Lucian's parents kindly donated some tadpoles to stage 2/3. The children were eager to find out about what happens to tadpoles after they have grown. Based on this interest we decided to study the frog life cycle.

We started by explaining to the children that the life cycle of a frog is an example of a partial metamorphosis. We provided magnifying glasses for them to examine the specimens in detail. We also discussed with the children the differences between each stage of the life cycle.

In our sensory table we set up an invitation for the children to explore the frog's natural habitat. We added some green marbles, flowers and some plastic frogs to complete the scene. We took this opportunity to practice some basic vocabulary such as eggs, tadpole with legs, froglet and adult frog. The children loved helping the frogs swim and jump through the sensory bin. Sensory activities, which also function as small world play, are great activities and fantastic sensory exploration.

We also read the book "Growing frogs" by Vivian French to support our learning. We asked the children how far they think a frog can jump. Then we invited the children to jump like frogs around our classroom.





## Stage 2/3: Investigating Tadpoles & Frog Sensory





## Stage 2/3: Frog Art & Dress Ups





## When I Grow Up

This week the children have been busy exploring the world of colours. We began by learning about the three primary colours, red, blue and yellow. The children love colour! They are drawn to it. Rainbows fire up their imagination and light up their curiosity. By blending their love of colour with the magic of STEM (Science, Technology, Engineering and Mathematics) we engaged the children in some hands-on fun and learning.

The children explored through different experiments that allowed them to engage both independently and in a group setting. Recognizing the colours and identifying the colour names is an important part of a child's development. Early identification of colours helps to create the cognitive link between visual cues and words.

Our first table activity were trays of different coloured water, inside the water were red, blue, green and yellow tiles that changed colour when dropped into the water. This visual experience engaged the children in understanding different colours that can be made when put together.

During group time the children were gathered and asked to hypothesise their ideas on what colour would be made when two primary colours were blended. Using vials of red, blue and yellow water, the children were able to explore their ideas and come to a conclusion of what colours are made when mixed together.

"Blue and red will make yellow," said Betty.

"yellow and red makes green," said Kai. Y.

"Blue and yellow make grey," said Azure.

"I think red and yellow will make white," said Catherine.

"Red and yellow will make red," said Mavis.

"Blue and yellow will make black," said Aiden.

"Blue and red makes yellow," said Liam.

Young children are naturally curious and through the process of experiential learning – combining hands-on investigations with discussions – they develop their conceptual understanding, discover new facts, and engage in essential skills in language, focused exploration, observation and collaboration.

Our second table experience was again exploring primary colours. This activity allowed the children to independently discover different colour mixing. With red, blue and yellow coloured water, the children used a pipet to drop water on a paper towel. When two colours were dropped onto each other, the colours fused together on the towel and left a beautiful array of different colours.

As the children really enjoyed exploring colours this week, we will be continuing our research and experiences next week.



## Stage 3: Exploring Primary Colours





# Stage 3: Experimenting with Primary Colours





## Stage 3: Sibling Love





## Investigation: Literacy

This week we explored the letter u. We had lots of unicorns, a story about underpants, an ukulele, some cooking utensils and a wonderful picture of a unicorn! We have all enjoyed the 'Letter of the Week' news groups over the last five weeks. Thank you to all the children and parents for being so enthusiastic and preparing your child with a news item each week. Next week, we start our Investigation: Numeracy provocation. To integrate this provocation with our News Time, please send your child to school with a number or counting themed item, such as number games or cards, books or stories, old birthday cards with a number on them or any other number or counting themed items. Allowing the children to share any item from home allows the children to build on their confidence and language skills through expressive and receptive language and it also fosters the link between home and school, through families discussing their child's learning at school and bringing it into their homes.

Some of us also revisited the Alphabet Post-it Wall this week. This is the activity where we have to write each letter of our name on a Post-it note, and stick it on the corresponding alphabet chart on the wall. Together we took turns to carefully write our letter, pull the sticky paper from the pad and place the letter on the wall chart. We celebrated each other's achievements and helped each other find the correct letter on the wall as they were scattered in non-alphabetical order.

Using magnetic letters at the Make your Name table, the children were encouraged to pick out the letters of their names and place them on the white magnetic boards. First we started with our first names and then decided to try our hand at our families' names and the names of our friends. We also practised sounding out the letters of each word, to become more familiarised with letters that are not in our names and then went on to practise our alphabet song.

The manipulation of playdough this week was also an activity that the children wished to revisit over and over again. A tray of letters was provided for the children to search for the letters of their names and press that letter into the dough or cut it out. Some children preferred to mould the playdough into their own letters, using the cutters as a guide to get the shape just right.

Next week, we start our new provocation of Investigation: Mathematics where we will explore simple addition and subtraction sums and counting on and grouping experiences.



# Stage 3/4: Letter Recognition & Writing





# Stage 3/4: Letter Matching & News Time





# Stage 4 School Readiness

## Friendships

As the end of the year approaches and we get ready to say goodbye to our stage four children we want to ensure that they are ready for kindergarten. In saying that, we have focused on one key area that will be impacting the children's lives next year, this being friendships. We looked at what makes a good friend? and how to introduce yourself to someone who you may not know. In our class discussion we talked about that not every child is going to want to be your friend, play the same game or hang out with you and that is OK! And there are children out there who are shy and need extra support to guide them through this process. When we watch the children in the playground we sometimes see children not wanting to play with other children and we watch them sort the situation out themselves. This week we ran through some basic role play where two children were picked at random and they had to stand up and introduce themselves to each other. The teachers supported the children that struggled with this exercise and by the end of the lesson each child had been paired up with a partner, someone who they don't usually play or hang out with. We had three stations set up on the floor one being, painting, drawing with coloured markers and drawing with pencils. In their pairs the children had to pick a station and draw or paint something with their buddy. It was nice to sit back and watch and listen to the conversations the children were having with one another and it really helped boost the children who needed the extra support's confidence.

Friendships are important to children, children value these very close to their heart and sometimes social skills don't come naturally to all children, this is why it is important that we guide children through this process to ensure that they are well equipped for the real world. As a parent you can help your child make friends by coaching them at home. Talk about taking turns and sharing. Try using role-playing to practice different ways to handle disagreements. You can also demonstrate good behaviour when you talk to family and your own friends. Practicing will help them learn things like making eye contact and responding to other people's moods. We recommend setting up playdates to help your child make friends. Before the other child comes over, talk about what to do. Have your child pick out a few games and go over how to tell whether their guest is having fun.

If your child is shy, you can give them the chance to meet children in a way that's comfortable for them. This could be playdates at your house or through an outside activity.

And one important thing to remember, children need just one or two good friends. They don't need to be the most popular child in their class.



# Stage 4: Friendships For Life





# Stage 4: Art Collaboration





This week in Stage 1 and 2 we explored the theme of Bears with the popular nursery rhyme "Teddy Bear's Picnic".

We began by discussing's bears (what they look like, sound) We used our imagination to walk/ jump/ skip through the woods and arrive at our picnic (on the parachute). Stage 2 are very good at following the leader, and we are beginning to introduce walking in rhythms and freezing. Waiting at our picnic was a stuffed toy (1 per child). There was also ballet bear, who was sitting up right with her back straight, and legs straight and pointy toes, the children did a great job of copying her. The stuffed toys were hungry! We discussed what food might be served at a picnic, and pantomimed eating some of the foods. The stuffed toys then wanted us to put on a show for them. The children lined up the toys so that they were sitting like an audience. We discussed "what makes a good audience?" The children came up with some great answers including "audiences are quiet", "audiences clap for you", and "audiences face the front". We then showed the toys how good we are at balancing on one leg, touching our toes, making shapes with our bodies like stars and circles, walking like a bear, and touching our noses.

We finished by shaking the parachute for the toys. Miles, Jack and Anabelle in Stage 2 are becoming more and more confident with the parachute and had a huge smile while we were shaking. Everyone practiced their bows for the toys and then helped to pack away.

In Stage 3 and 4 over the next 2 week's we will be doing an art-themed creative drama lesson, children will be guided to sing, dance, share stories, and play. Activities will nurture and enhance each child's ability to communicate their ideas and feelings. Through movement-based storytelling and guided imagination play, children will build spatial awareness and physical control. Their creative and critical thinking skills will blossom as they play and explore with their friends!

The children began by spreading out around the room and I asked them to become statues in a museum. I described what I saw as I strolled through this silly 'museum.' Next, I announced that I am walking into another room at the museum and watched them all take on new statues, Harry, Thomas and Liam from Stage 3 where great at this activity. I continued strolling through the museum announcing new rooms. We went to a magical room, sports room, animal room and planes, trains and Automobile room.

Next, I invited the children to move about the space in different environments. Encouraging them to use different levels and to engage their senses. Incorporating a lot of colors and textures into each environment. (How does that green grass feel between your toes? Look at all those purple butterflies!) Flowing from one environment to another. These are some of the environment ideas we used:

Swimming in a pool of paint. What color is it? How does it feel?

Walking on the bright yellow sun. Is it hot?

Playing barefoot in a green, grassy field. How does it feel?

Lying on a cold, marble floor. Can you slide on it?

Playing in a room of mud. Can you make something out of it?

Well done to Celine, Abigail and Zaidie for using mime to explore each environment.



# Drama





# Piano

By Mr Alan Tang

This week at piano's lesson we had half of Stage 4 playing the first half of "Brother John", with a number of more advanced students being able to play the whole song by memories. Stage 4 students showed their ability to identify all the white keys on the piano this week as well. It will be an important skill to have going into primary school having a basic understanding of the piano. Stage 3/4 and 3 also revised on "Brother John" and identifying keys. Stage 1 had a wonderful time with a private piano concert which explored music from Bach, Beethoven and Mozart.





# My Gym





# My Gym





# My Physical Education





# My Physical Education

