



# REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



## Dee's Message

5 MARCH 2021

Dear Parents and Caregivers,

As we all know only too well, the children in the ELS are like sponges. It seems that their insatiable appetite to try new things, to create, to speak new words or sing new songs knows no limits – and so it should be. Being part of an Early Learning environment is a constant adventure, not only for the children but for the teachers too, who constantly have to be on their toes to keep up with the enquiring minds around them.

A young child's brain grows dramatically in the first few years. At birth it is probably only a quarter the size of an adult's brain and in one year it doubles in size. By age three it is almost 80% of the size of an adult's brain. With synapses firing and the world an exciting place to explore, each day brings new opportunities to learn skills, to meet people, and to develop a unique 'voice' and personality unlike any other on the planet.

Developing a unique 'voice' is a fundamental part of growing up. From their earliest years, unintelligible sounds morph

into words, then sentences and finally conversations. Exploring language becomes one of the most enjoyable pastimes for young children, as they mimic others and try out new sounds and words. Every now and then, however, as all of us have probably experienced at some stage, language exploration can have embarrassing outcomes.

Most of us can recall a moment when a 'naughty' word has popped out of our angel's mouth and we have all stood around looking shocked (and perhaps amused) by where the word might have originated. This reality came to mind as I read an article this past week entitled 'Should pre-schoolers say the word bum?' Written by a children's author and teacher, it makes the point that "The language used in children's books, movies, and TV shows has gradually changed since the turn of the century. Words that were once taboo for a young child's ears are now commonly heard in popular picture books like *The Bum Book*, *Poo in the Zoo*, and *No-one Likes a Fart*."

# Dee's Message

It poses the question of whether we should allow 'potty talk' (or scatological talk) by young children – and the answer in the article is an overwhelming yes. While parents will obviously have their own attitudes or possible reservations towards any such language, the writer makes several valid points in support of her argument.

She makes the rather obvious point that such language is funny for young children – just as the reaction they're probably hoping to elicit! At the same time that they are exploring language, they're also exploring their bodily functions and sense of humour. New – and sometimes naughty – language is part of that exploration.

Such language also opens the door for discussions between the child and an adult. If the word used is unacceptable, then one can explain why it should not be said. But in the case of some other words with a 'naughty' connotation, the best thing we can do is to join them with a good laugh!

Have a fun-filled weekend.

**Dee Pitcairn**  
**Principal**



# The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

The game of peekaboo is a popular game for this age group and this week it seemed to be a very popular theme. When coach Rama came to visit us early in the week, we played a game of hiding the ball under the cone. Freya, Clair and Eugene all delighted in finding the ball underneath. Later in the morning at the table Kiri set up a table activity with soft coloured balls and some containers. Martin, Max, Cosmo and Hudson gathered around to watch Kiri as she hid the ball under the silver bowls. "Where has the ball gone?" she asked. Martin picked up the container. "There it is!" he giggled in surprise. All the children had so much fun continuing to fill up the containers, and then turning them over to reveal the balls. It is such a delight to see their little faces light up with this simple activity.

Later in the morning, one of the Stage Four teachers spontaneously played a game of peekaboo through the window. She caught Cosmo's and Martin's eye. Martin pointed to her to tell her to go to the other window. As she peeked through the window, they laughed. Soon all the children were intrigued by this game, watching her disappear and reappear in the other window. Object permanence is the term given to this concept, where babies learn and begin to understand that when things disappear, they aren't gone forever. It is an important milestone for the children as it helps them when they are starting out in day-care for the first time. They learn that when their carer leaves, they come back again.

As the week continued, we extended this idea through lots of sand play (hiding toys in the sand and looking for them.) Playdough, parachute games to run under and hide. These activities also strengthen and develop the children's inquisitiveness, imagination and confidence to explore and engage with social and physical environments through relationships and play.

## Getting To Know Our Families

Early in the week we were introduced to Eugene's grandmother and great grandmother. It was wonderful to see all the generations of one family together. Eugene could see that it was a special moment for him as we took a picture to mark the occasion. Creating a sense of belonging is an integral part of our philosophy and approach here in the Nest and at Reddam School. It also in keeping with the Early Years Learning Framework Outcome 1.3: Children develop their social and cultural heritage through engagement with elders and community members.

We welcome our Nest families to share something about their family culture, routines, or perhaps a special photo, book or item from home that we could share with the class over the coming weeks. National Quality Standard Area 6: Collaborative Partnerships with Family. EYLF Outcome 1: Children have a strong sense of Identity.



# The Nest (1R)

## Photo Gallery



# Fledglings (1E)

By Hannah Corrigan, Jane Teh, and Nadia Breus

As per our grace and courtesy programme at Reddam, this week the children started creating their own placemats for mealtimes. Having a placemat encourages spatial awareness and a sense of identity for each child.

We started our Tuesday morning at the Mini Atelier creating some handprints as we have noticed many children will instantly begin to paint their hands when given the opportunity to use paint. The children are always encouraged to fully explore the paint, with no finished product in mind, just for the children to become creative and use their hands moving and mixing the colours.

At each transition the children wash their hands, when they become messy or dirty, after coughing or sneezing and before we eat. It is a big part of our daily routine, and in order for us to be a "Happy me" (this term's provocation), we need to be a "Healthy

Me". This means keeping our hands clean and getting rid of any germs in any ways we can. Supporting children to successfully wash their hands has been very successful in the Fledglings.

Practising good hand washing techniques and skills is critical and it is important to encourage and role model appropriate hand washing techniques on a daily basis. We wash our hands continuously throughout the day and demonstrate each step of the procedure to the children, such as turning on the tap, rubbing the soap, rinsing under the water, using paper towel to dry and then placing the used towel in the bin.

Please continue to reinforce good hand washing procedures at home so that we can all stay happy and healthy.



# Fledglings (1E)

## Photo Gallery



# Stage 2

By Daniella Gosty, Karla Cabezas, Shauna Corry, Sarah Noone, Roberta Sokame and Joyce Matsui

"It is through others that we develop into ourselves." Vygotsky, 1981

As we extend on our sense of belonging in Stage 2, we are sharing our family pictures and our hobbies, celebrations and cultures.

Each family has shared their celebrations and traditions. There are many shared celebrations within the group, such as Chinese New Year. We celebrated this together by creating a dragon as a collaborative project between the Treefrogs and Kookaburras. Exploring this holiday, our friends shared traditions such as the giving and receiving of red envelopes, an activity that was in the art room. Phoebe and her family told us about how they look forward to the celebrations, eating dumplings with their families and watching the Spring Festival Gala together.

We see many of our friends celebrate Easter, Christmas and birthdays. Eliza, Hugo, Sarah and Georgia all enjoy celebrating birthdays with their extended families, eating cake and singing 'Happy Birthday'. So far this year we have celebrated five birthdays with Romy and Phobes' being the most recent. We really enjoyed singing together songs such as 'Happy Birthday' and also 'The Earth Goes Around the Sun'.

We read 'Love makes a family' by Sophie Bear. This book illustrates the different ways of showing love to your family and friends, such as "Love is...playing on the weekend". At the weekend we know that many of our friends enjoy going to the beach, such as Isla-Rey, Hannah and Rhys.

From reading our book 'Celebrations of the World' by Mike Ingram we have many more holidays to look forward to sharing throughout the year; St Patrick's Day, celebrated by Marley and her family; Diwali, celebrated by Jay and his family and we look forward to sharing cultural experiences such as Benjamin showing us how to do the haka.

We develop our true sense of belonging through shared experiences. Each of our holidays, celebrations, customs of food and dance are important to us individually. Once these occasions are shared and celebrated as a group at school there is an essential sense of purpose and meaning to their development, as they see themselves as part of a community. It has an underlying relationship with development, not only the children's mental development but also their physical development. Through the attachment and sense of belonging the children create for their community at school they will continue to thrive, building on how they manage stress, feel support and overall, our sense of safety as the children grow and develop.



# Stage 2 Photo Gallery





# Stage 3

By Christina Mandalidis, Susan Casey, Jason Corrigan and Yuliya Ginis

During the week we were lucky enough to celebrate Purim. We read some books shared with us by Daliya and her family. These books teach us all about the important Jewish holiday of Purim. It is a noisy, riotous, carnival-like festival which makes it especially fun for children. Children and grown-ups alike dress up in costume and get ready to party. The story of Purim, how the Jewish queen of Persia, Esther, saved her people from doom, is told in the book of Esther, (Megillah in Hebrew).

On Purim, the Megillah is read aloud in synagogues all over the world, and this is the one time when no-one is discouraged from making noise during the service. In fact, listeners shake their groggers, (Yiddish for 'noise makers') every time they hear they name of the villain of the story, Haman. Many communities also stage funny Purim spiels, (Yiddish for 'plays') to accompany the reading. In addition to dressing in costume and listening to the Megillah, many families also make hamantaschen, jam-filled triangular cookies, and share these and other treats.

On Wednesday we were lucky enough to have fun celebrating Purim all together, with a wonderful performance which told the story of Purim and included the children throughout the celebration. The children got up after it and were able to do some dancing and eat Hamantaschen all together.

In 3E we have shown a lot of interest in the seasons. This initially started in the big playground as we finally noticed the leaves starting to turn yellow and fall from the tree, so we decided to read a lovely book called 'All through the year' by Jane Godwin. The book is a journey through all the seasons in the year, the types of weather we can experience and the different types of animals and plants that can appear and

change through these seasons. As a fun activity the children requested that we make flowers this week, as over the weekend it was the last day of summer.

The children were encouraged to come up to the atelier one at a time and create a flower out of cupcake patty pans. There were two sizes to create the flower. Firstly, the children took a pair of scissors and they cut around the edge of the patty pan to create the petals all panned out. Then they repeated this process on the smaller patty pan for the centre of the flower. Lastly, they added a button to the very centre using glue and a green paddle pop stick to the back to create the stalk. This activity was really enjoyable for the children and allowed them to be as creative as they wished. It also helped the children with hand-eye coordination, and fine motor skills, which are essential. Cutting with scissors works on the separation of two sides of the hand and strengthens hand muscles. Bilateral coordination is also addressed when they have to hold the scissors in one hand and paper in the other.

We will continue with learning about seasons and we will be planting some seeds in our back garden to care for and to watch grow throughout Autumn.

# Stage 3

## Photo Gallery



# Stage 3

## Photo Gallery



# Stage 4

By Cassandra Holmes, Jane Pledger, Sandra Carberry, Nina Bergel and Kristina Rocchi

As we begin Term One in Stage Four, our aim is to focus on settling the children, making sure that they feel safe, secure and supported in their environment but most importantly that they are happy.

To do so, we have started the school year off with our first provocation in 'I know me, let's know you?', which is a focus on belonging, being and becoming. Part of this journey involves taking a moment to appreciate the present as we explore our 'Sense of Self' through drawing our very own portrait. Reggio Emilia proponents, Malaguzzi, Musatti (1996) and Pelo (2007) believe that self-portraiture is deeply connected to children's identity perceptions.

**'A self-portrait is an intimate, bold declaration of Identity. In their self-portrait, a child offers herself as both subject and artist. When we look at their self-portrait, we see a child that sees themselves. The story of self-portrait work is a tender story to tell'.**

Prior to completing the task at hand, we explored an interactive presentation on the smartboard to assist the children with strategies to help them complete their self-portrait. This interactive presentation was linked to the beautiful book 'We Are All Different'. It looks at the various features which children will need to include in their self-portraits, a supportive guide through the steps required to draw their face.

The children were then given an opportunity to draw a portrait of themselves. They were first given the space and time to sit and look at their own reflection in the mirror, discovering the many features that make them who they are. A self-portrait gives children the time to study their eyes, nose, mouth and the rest of their face and body. It encourages children to work out how it all

fits together, which is supporting fine motor control, spatial awareness and how to draw basic body shapes. With a marker in hand, the children were then able to draw what they saw, adding in all the little extra details that make them unique.

**"When Children explore facial expressions in self-portraits, they are introduced to the vocabulary of emotions such as happy, sad, angry and they begin to develop emotional literacy."**

We helped them to achieve this by looking at and drawing attention to features, through looking and touching their head, hair and skin. It's beautiful to observe children using mirrors and sharing observations with each other. Talking about the parts of the face, the features, shapes and size, is a great language exploration during this time.

When our portraits were finished, we created a class gallery display in our Stage Four Piazza. Once hung, we revisited our drawings to discuss the differences and similarities that the children could see between each other. This helped to establish bonds as well as connections between the children as well as support our unique and special differences.

We will continue to revisit this experience each term by completing a range of self-portraits using different art mediums. We explain to children that we are constantly growing and taking a moment to observe how our perception of our image may have changed.

# Stage 4

## Photo Gallery



# Stage 4

## Photo Gallery



# Dance & Drama

By Laura Hudson

This week in Drama we had a visit from the Wizard of Shoes.

After playing with the parachute, the children hid underneath it. When the parachute was pulled off – I had transformed into the Wizard of Shoes. I explained to the children that I owned many pairs of shoes, but that I often got confused on what each shoe did. I brought out many different pairs of shoes, and the children helped me to decide what each one was called and what they were used for.

The first pair of shoes were slippers. We pretended to brush our teeth, brush our hair, get into our pyjamas, and fall asleep. The next pair were soccer boots. We put on our soccer boots and placed our (imaginary) ball in front of the goal. Our huge kick scored us the winning goal! Avalon, from Stage 2, did a very big kick! We also had a look at joggers (running fast), high heels (dancing on tippy toes), thongs (going to the beach), and gumboots (splashing in puddles). Well done Harlow in Stage 2 for trying out all of the shoes. The children were very helpful to the Wizard and helped to pack away the shoes at the end.

Stage 3 and 4 were then challenged by the wizard! I told them that I have a really fabulous shoe-making machine, but that it's broken and needs experts to help fix it. I asked if the children were experts, and they all answered YES! (Lucky me!) I showed them the machine. They had to turn on their imagination eyes in order to see it – because it's invisible, you see. They then helped me to fix it, suggesting the use of sticky tape, cement, hammers and nails, glue, and paper. Thanks for the help, Jeffery and Marlow (Stage 4), who showed me what parts of my machine were broken.

Once the machine was fixed, the children were asked to walk through the machine. Some children were scared but were happy to go through with a partner. Well done to Ashleigh (Stage 4) for being brave enough to have a go of the machine with her friend Freya. I also incorporated sounds and actions to make it more interesting. Some of the children were keen to be the leader and do the sounds and actions too. Once they popped out of the machine, they had to tell the audience what shoes the machine had made them, and then show us how they worked. We had running shoes, shoes that walked on water, rainbow unicorn sparkly shoes, and flying shoes, just to name a few. Adam's running shoes (Stage 3, Tina's class) were very fast.

Nina's Stage 4 class came up with a name for me as wizard. It ended up being "Mrs. Wizard of Wonderful Shoes". I thought this was very creative! Stage 4 were challenged with a poem this week – I recited one line, and they repeated after me. By the end of the class, we were able to say the poem all together. Well done, Stage 4.

# Dance & Drama

By Laura Hudson





# Music

By Nick Summerfeld

In Stage 3 and 4 this week we opened the lesson with an 'Expression Circle' to continue exploring things that make us happy and encouraging independent thinking.

Moving into our scales we sang ascending and descending scales on 'BA', followed by descending scales on 'MOO'.

Once we were all warmed up, Stage 3 had a quick sing through 'Wheels on the Bus' to get them moving before we continued learning our numbers backwards.

Stage 3 are working on getting down to:

8, 7, 8  
8, 7, 6, 7, 8

and working getting to '5'.

Stage 4 are working on getting down to 4.

8, 7, 6, 5, 4, 5, 6, 7, 8.

After working through our numbers, I introduced a fun new game called 'Find That Sound'. Using 10 small boxes, each box had two of the same item: shells, wooden beads, metallic beats, plastic leaves and paper clips. To demonstrate the game, we selected a box as a group, and then we tried to match the sound. After they got the idea, the children took turns in trying to find the matching sound to their chosen box.

To end the lesson, we used the xylophones to find specific notes and play up and down a C Major Scale. In Stage 3, we used colours and letters - in Stage 4 the children had to identify the letters alone.

Last week Stage 2 celebrated Purim, so we followed last week's plan for this week. In Stage 2 we opened the class with 'Hokey Pokey' to get everyone moving. After warming up our voices with simple note scales, we sang through 'The Good Morning Song'.

To strengthen our fine motor movement, we used 'Twinkle Twinkle' to work on finger isolation and twinkle our fingers like stars.

After our warm-ups we decided 'We're Going To The Zoo'. As we learned the song, I asked the

child to animate each of the animals we heard: monkeys, elephants, giraffes, seals (teacher's favourite!) and rhinos. This is a great exercise to incorporate a wide range of motor movements from stomping, rolling, swinging and stretching our arms. I'm not sure who had more fun with this, the children or me.

To end the lesson, we used the xylophones to find various coloured notes. Not only were we identifying colours, but a level of control is needed to use the mallet to precisely hit the correct colour.

The Fledglings started the lesson with our 'Good Morning Song' and 'ABC'. As the tempo for ABC increased, I encouraged the children to stand up and move their bodies as they shook. We revisited 'The Sunflower Song' which they are picking up. This is a great exercise to incorporate movement and listening. They lay patiently on the floor waiting for the word 'GROW' so they could stand up as tall sunflowers and dance around the room.

We also revisited 'We're Going to The Zoo' where more children are confident to get involved.

We brought 'Twinkle, Twinkle' back, but this time we used castanets to click along with. Castanets are great for fine motor development and also a sense of beat as they try to click in time with the piano.

Our babies in The Nest grow more confident each week. We open the lesson with our favourites to get the children focused and engaged before trying to introduce anything new. Repetition and familiarity is key with the youngest of students. We started off with our shakers and then brought our castanets which are a harder movement – for some children this possibly could have been the first time they've used one of these little instruments.

We continued to practise 'The Sunflower Song', hiding on the floor and then springing up and dancing along to the music. To end the lesson, I unfolded the Piano Play Mat to spark curiosity for the kids to walk or crawl across it so it would produce noise – though they often start off distracted by the coloured stars before they realise they can make it create a sound.

# Music

By Nick Summerfeld



# Music

By Nick Summerfeld



# SPORT

By Bella Kable

This week in Sport, our Stage 3 and 4 classes focused on locomotive skills, including running, skipping and marching. The students participated in a range of games which not only showed their incredible ability to move and change direction, but also reminded them of the importance of being aware of our space and our friends within this space.

All the students always arrive bouncing with energy and absolutely loved our introductory game, 'freeze.' Students were instructed to move around the hall with a certain locomotive movement and when the music stopped to practise balancing on one foot. This is not an easy task when moving at full speed and then stopping and the students were very impressive in locating a spot on the ground and using their arms to maintain balance. In the next transition, students were then asked to locate a hoop to stand in when the music stopped. Each round a hoop was eliminated, testing the students' ability to form teams and share the small space within a hoop. It was great to see the sharing abilities of each class, with all members of the class managing to stand together in one hoop in the last round. Super work!

Stage 3 then practiced their balancing skills further using the lines on the basketball court. Students were very creative in imagining that the court was water and managed to walk and run on the lines without 'falling in'. The energy of each class was incredible and there was lots of encouragement provided when a friend or even I stepped off the lines.

Stage 4 focused on ball movement in combination with locomotive skills with relay races. Students had to move a large quantity of balls from one end of the relay course to the other. Students were super keen to complete this task and showed great ability in coordinating movement with holding of one – two balls. We will work on our ability to wait patiently for our partner to complete the task in lessons to come.

It is so lovely working with Stage 3 and 4 and I really look forward to working with them this year.

Great work Stage 3 and 4!



# SPORT

## Photo Gallery



# Happy Birthday



## **Reddam Early Learning**

would like to wish a very happy birthday to

**Lindsey Qian, Maison Ruan & Owem Sofair**

who celebrate their special day this week  
and over the weekend.

**We hope you have a fabulous day!**

