



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

12 MARCH 2021

Dear Parents and Caregivers,

Undoubtedly one of the activities which gives the children in the ELS the most pleasure is creating their own unique works of art. The almost irrepressible desire to create seems to bubble up out of all children, and to see them find pleasure in their creating is a constant pleasure for the teachers (and no doubt for parents too!)

Whether in working with new materials or discovering the different textures of paints, crayons, pencils, and ways of expressing themselves, there are limitless ways to explore art. Then of course there are just as many inspirations to form the focus of what is being painted or drawn. Sometimes it might be the Provocations which the teachers present to the children, or a cultural event, or a special commemoration, such as Mother's Day or Father's Day – whatever the inspiration, the children delight in finding ways to express it.

Art is also a wonderful way to bond with a child. This might be in the conversations we can have with them regarding their creation. Or it might be as we settle ourselves next to the child and become part of the act of creating – always being careful not to intrude but to let him or her guide the process. As one creates collaboratively, so there is likely to be plenty of conversation, which is an added benefit of the process.

Talking our way through a creative moment is a very special way of gaining insight into the young child's world. We can ask them about their image and what the various parts represent; we can ask why they use a particular colour; we can even explore the different textures of paint, crayons and other materials with them (while making a worthwhile mess along the way!). At the same time, we are developing their language and extending their vocabulary.

Dee's Message

Art allows them to work on the fine motor skills, as they manipulate a paint brush or use scissors to cut out shapes. Colouring in becomes more refined as they grow older and gain more control over their fine motor skills, but all of these activities are part of a steady progression, from the earliest efforts of holding a brush in a somewhat clumsy fist.

One of the most special moments in the ELS is when the children are able to look at the own Reflection Journals at the end of the year and enjoy their own creations collected

in one place. At the same time, it is equally special for us as adults to see their progression during the year and to gain an insight into their worlds. As Picasso once said, "Every child is an artist." What a pleasure it is to witness their creativity on show each day!

Have an enjoyable weekend!

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

The Nest children have continued their interest in games such as peekaboo and hiding things like balls or toys only to find them again in surprise. The wonder of discovery is evident as the children wait, focussed in anticipation for the object to reappear again. This inquisitiveness continued outdoors as we ventured out to see what we could find amongst the trees. The children have become fascinated with the birds flying in and around the trees. This led to much discussion, looking and pointing. We asked questions such as “Where are the birdies hiding?”, or “Where do the birds live?” We continued this enquiry indoors with our Hungry Caterpillar peekaboo book. On one of the pages, it reads: “Is he hiding in

the Nest?” The children love to open the flaps to see if the hungry caterpillar is hiding inside.

We used this as our provocation for our artwork this week, which was using a collection of sticks and leaves that we collected outside to create our own nests. This offered the children an opportunity to tap into their imagination and express their ideas whilst experimenting with the textures of the natural materials, using their fine motor abilities, and hand-eye coordination.

Other emerging interests are sensory play, and washing hands, which we will extend upon next week.



The Nest (1R)

Photo Gallery



The Nest (1R) Photo Gallery



Fledglings (1E)

By Hannah Corrigan, Jane Teh, and Nadia Breus

Movement

It is during early childhood that children are more willing to try new activities. Physical activities promote healthy growth and development. They help to build a healthier body composition, stronger bones and muscles. They also improve the child's cardiovascular fitness. Physical activities help in the development of better motor skills and in concentration and thinking skills.

Physical activities are integrated into your young children's lives within our Early Years Framework to create a foundation of movement and activity which will be carried with them throughout the rest of their lives.

It was another great week of physical activity especially including our specialist classes, Playball and Dance and Drama.

Sunscreen Station

We are thoroughly enjoying the wonderful warm weather as we now enter into autumn and we have been exploring our outdoor environment as part of our daily programme. Before going outside, we talk about the importance of wearing sunscreen and wearing a hat, keeping it on at all times. Positively modelling this behaviour by wearing hats has been critical to help the children see and understand the importance of sun safety. Applying sunscreen is also part of our daily routine and has been very successful. The children are using their merging self-help skills and autonomy to rub their own sunscreen initially and then the teachers assist.

It is so sweet to see several children helping each other with gentle hands. Please assist us by reinforcing sun safety practices at home by applying sunscreen and ensuring to pack school hats into your child's bag each day.



Fledglings (1E)

Photo Gallery



Stage 2

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

Over the last few weeks, the Lunar (Chinese) New Year celebrations have been a focus in the Kookaburra class. We incorporated many activities into the daily programme, in which the children were offered to participate. Starting with our fireworks display, we then moved on to create a collaged dragon for our dragon dance. While this was happening, we enjoyed the Asian kitchen area where we had a yum cha with rice bowls, chopsticks, noodles, dumplings and steamers. Conversations in this area were related to the types of food the children were serving up. "I eat this," said Myka and Kaitlyn said, "I have noodles." In group time we all had a turn at trying out how to use the chopsticks (trainer chopsticks that have a ring attached for the fingers to go in). Although challenging, the children all did really well at being able to pick up the noodles (wool) in the bowl.

Can you move like.....? We enjoyed the visual card activity of the Chinese Zodiac animals and we moved our bodies just like these animals, pretending to be a tiger, snake, rooster, pig, rat, horse, monkey, dog, goat, dragon, and of course an ox, as this is the year of the OX.

The children all joined in on the dragon boat race. We sat in our boat with 5 people and sang the song - "There were 5 in the boat and (child's name at the end) said "Row faster, row faster" and they all rowed faster and (child's name) fell out! There was a lot of cheering as the children fell out and swam to shore.

Finally, it was time to perform our dragon dance. Some friends had a turn with the dragon head while others held the body. We used the shakers we had made with Nick in our music class on Wednesday and assorted instruments were used with the Friday group to accompany the song:

See the dragon dance and prance.....
Hear the drums go boom, boom....
See the fireworks pop, pop, pop...
Hear the cymbals clash, clash, clash.....
Hear the children laugh and play on
Chinese New Year's Day.

Love makes a family....

As our provocation 'Belonging' looks at being part of the community and embracing the many celebrations we have had this term, it is now time to turn some of the focus on our families. The children have begun to share their family stories with their friends and a big thank you to all the parents for the lovely photos sent in. We always see a big smile on the children's faces as they sit up in front of the group and show their photos. To follow up on this, the children have begun to create a display of their families which will be revealed in the coming weeks.



Stage 2 Photo Gallery



Stage 3

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

Homes Where We Belong

Over the past two weeks, the children in Stage 3R have been exploring homes.

A home is defined as “the place where one lives permanently, especially as a member of a family or household.” An essential part of the Early Learning Years Framework is belonging, and the children first feel they belong in their homes with their families. *“Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community.” Early Years Learning Framework.*

The children first took an interest in the home through the dollhouse, using the wooden dolls to role-play their own family situations, such as eating breakfast in the kitchen, putting the baby to bed and even having a bath.

The children were asked to go home with their families and take pictures of different parts of their homes. Many children brought in pictures of their bedrooms, bathrooms, gardens, swimming pools and their siblings' rooms. Each child had the opportunity to sit up in front of the class on a chair and present their home to their peers. They explained each of their photographs and spoke with love and affection for their homes. This was a wonderful introduction to public speaking as the children were given the option of speaking about a topic they knew well and are interested in. Speaking about something you love always makes you love it even more! Public speaking builds confidence, enhances pride and self-esteem, develops oral and language skills and challenges active listening skills.

The children were invited to the art table to create and design their own homes. After doing the presentations the week before, they used their photographs and pictures of the outside of homes as a visual aid. They were given the choice to use many materials such as markers, rulers, paddle pop sticks and magazine cut outs to create their homes. Each child had a different idea of what they wanted to do for their home and they were able to execute this independently. After they finished they were asked to talk about the home they had designed.

To further their knowledge on homes, the children listened to books and looked at pictures of homes from around the world. They looked at photos of their unique houses, which ranged from being made out of natural materials to apartment blocks, caravans, houseboats, tents and many more. Then on the next page they stepped inside and met the children and their parents and learned about their everyday activities: food gathering and processing, cooking, sleeping, working and playing.

The last book the children looked at was an interactive book called ‘You Choose’ by Pippa Goodhart. The book is a visual feast, packed with funny details for the children to choose. Imagine you could go anywhere, meet anyone and do anything. Where would you live? Where would you sleep? Who would be your friends? What games would you play? The children looked at the book in small groups and chose from a range of scenarios.

Stage 3

Photo Gallery



Stage 3

Photo Gallery



Stage 4

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

St Patrick's Day Preparations

'Educators who are culturally competent respect multiple ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences' (EYLF, 2009, p16).

As the term rolls on we continue to explore our provocation 'Making connections and building relationships'. We have delved deeper into getting to know ourselves and are sharing special memories with our friends and teachers. This time it is teacher Sandra's turn to share. She will be sharing with us her knowledge on a cultural celebration that is close to her heart Saint Patrick's Day.

Over the past week we enjoyed listening to a story about the Leprechauns who had a party. In the story they celebrated by dressing in green clothes, playing Irish musical instruments, singing and doing an Irish Jig.

To extend the children's imaginative and creative skills we decided to create a Leprechaun out of collage materials. The children drew their own interpretation of the Leprechaun inspired by the story. They added colour and design by using a variety of materials.

Before we embarked on our journey of Leprechaun-making the teachers wanted to check in on each child's prior knowledge from last year's celebrations. We heard it was a big celebration for Susan and the Stage Three teachers.

Below are the children's comments:

Freya: "Leprechauns are magic."

Ashley: "Leprechauns love rainbows."

Felix: "Leprechauns live in the forest and live in trees."

Arianna: "Leprechaun hide because they don't want people to see them."

Ryder: "I saw a leprechaun punching my door."

Sienna: "I am not sure I have a green outfit to wear."

Francesca: "I would like to dig a hole and catch a leprechaun."

TC: "I am going to set a trap, first I will turn off the lights, dig a hole and then attack."

Jaden: "It is a green day."



Stage 4

Photo Gallery



Stage 4

Photo Gallery



Stage 4

Photo Gallery



Dance & Drama

By Laura Hudson



Music

By Nick Summerfeld

What is sound? Sound is the perception of vibration in the brain which is received through our ears.

In Stages 3 and 4 we continued to identify sounds through 'Find That Sound'. Using the boxes and objects from last week, I placed them around the room and asked the children to find matching sounds in pairs. This not only challenged their perception on sound but helped to encourage teamwork - it was clear when the children were consciously listening and working together and when they weren't.

This week I introduced 'Around The Circle' - for Stage 4 it was a reintroduction. It is an exercise which helps build coordination, focus and anticipation while they wait for the sound to travel around the circle back to them. It's such an interesting game to watch as they stumble in the beginning, but once they understand I struggle to get them out!

To warm up our voices, we did various animal sounds over our scales. We had 'MOO'; 'BA'; 'MEOW'; and we hopped like rabbits and bubbled our lips like fish.

We continued to learn our numbers in reverse but now adding the pitch element into the exercise. Each number has an associated note, as they count down and up they are also following an ascending and descending scale.

Before our 'Goodbye Song' I played a few of the songs I have in mind to learn this year for the children which had a positive reaction.

In Stage 2 and The Fledglings we started the lesson with our 'Good Morning Song'. First the children performed along with various body movements, from clapping, slapping their knees and then standing to stomp.

Keeping up the movement, we moved into 'Head, Shoulders, Knees and Toes' and a quick dance with our 'Sunflower Song'. This week I tested their listening and reaction by freezing through the song - if the music stopped, they froze.

After our warm-up we put on our bells and went back 'To The Zoo'. Our Fledglings are becoming more confident in joining in my hilarious one man show as we stomped, pranced and rolled around the room.

In Stage 2 we wore our bells for 'Gahloomph'. For the first half of the song the children had to jump on lily pads. During the second half they stood on the 'stop' to clap and then shake their hands in time.

To end the lesson, we worked on keeping in time with simple rhythms with simple body percussion. We clapped along to '1, 2, 3, 4', '1 and 2 and 3 and 4', and '1, pause, 3, pause'.

In The Nest, some of our little ones are still finding their feet. I encouraged them to move their bodies and shake their maracas with our usual repertoire. As they build in confidence, we engaged our motor movement with 'Gahloomph' - stepping around the lily pads and encouraging some to even try jumping.

Becoming more familiar with the castanets, we clicked along to a simple beat to 'Old McDonald Had A Farm' and shook our bells.

Music

By Nick Summerfeld



SPORT

By Bella Kable

This week in Sport, all of our games centred around counting in combination with locomotive skills. The Stage 4 student's showed off their incredible counting skills in our introductory game 'What's the time Mr Wolf?'. All students were extremely familiar with this game and used different locomotive skills, such as jumping, skipping and hopping in combination with counting to participate with full enthusiasm. We then moved on to a game where students had to communicate about direction. This game was a version of tag, where students had to hold hands to capture others. The Stage 3 and 4 students loved this and worked together well to ensure they were all moving in the same direction.

The students then used their counting skills again to perform a different set of movements depending on which number our large, foam dice landed on. They worked in unison to perform the set number of star jumps, skips, jumps and even took on the challenge of balancing on one foot for the amount of seconds displayed. Our balancing skills are improving, especially when finding a focus point that we remain looking at whilst keeping one foot off the ground. We will continue to work on this!

Stage 3 took their balancing skills to the next level on the basketball court. Last week the student's used the lines on the courts as 'tightropes'. This week we decided to take it up another notch by setting up an obstacle course which incorporated balancing while performing different locomotive skills. The Stage 3 students were incredible at jumping over mini hurdles and remaining balanced on the lines. They were particularly great at keeping their arms out to maintain balance and focusing on the line when they landed. The students also completed a series of skipping, jumping and marching around the designated obstacle course. They were always caring if their friend knocked over the mini hurdles and were patient when waiting to complete the obstacle course.

The students are improving on waiting for their turn and encouraging their friends every week!

For our last activity, students were required to pick up a range of balls, bean bags and cones from the floor to return to their hoop. The colours of the items matched the colour of their hoop. Students worked collaboratively to find their coloured items, with some of the students using their hats and clothing to carry back multiple items at once. It was great to see most of the teams using different strategies to collect and carry as many items as possible at once. All groups then volunteered to help clean up all the items, returning everything back into storage quickly and efficiently. Stage 3 and 4 are always enthusiastic to help me clean up!!

Thanks for another great week Stage 3 and 4. See you next week for more fun and games!



SPORT

Photo Gallery



SPORT

Photo Gallery



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

**Zachary Butcher, Stephan Stanton, Riley Yu,
Harry Chipkin & Coby Clark**

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

We hope you have a fabulous day!

