



# REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



## Dee's Message

30 APRIL 2021

Dear Parents and Caregivers,

Welcome back to a brand-new term in the ELS! It was very special to hear the happy sounds of the children reverberating down the corridors again – even though of course many of them had the benefit of the fun-filled Holiday Care programme. My sincere thanks to our wonderful teachers in the ELS and to Christina Mandalidis who coordinates the Holiday Care program.

A very warm welcome to Sarah Crawford who has been appointed Educational Leader in our ELS. I am very excited to work alongside Sarah and look forward to sharing her wealth of knowledge and experience.

By all accounts, the children who attended Holiday Care had a fantastic time, with each day packed full of interesting and creative activities. As is evident from the report below, the children really had their creativity stimulated and they also had great fun enjoying each other's company. No

doubt many of their beautiful creations now adorn walls and bring a splash of colour to many lives.

One well-known quote says that "Education begins the moment we see children as innately wise and capable beings. Only then can we play along in their world." There is such great wisdom in this statement. So often, the world portrays adults as the wise ones, with children as empty receptacles which need to be filled. And yet, as we see each day in the ELS, the children are incredibly capable, deeply aware of the feelings of others, and possessed of so much insight that they often leave their teachers amazed.

Yes, they might still be very young, but their minds are constantly alert, inquisitive, and enquiring. They love nothing more than being able to explore, without the constraints of what we adults might see as

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an end-goal. This is one of the most appealing advantages of a Reggio Emilia approach to education – discovery is open-ended and individualised.

One word which seems to have become very much in vogue in recent years is empowerment. I'd suggest that it is no less relevant for young children, because when we empower them to learn at their own pace, and in the directions where their interests lead them, we show them that they are able and competent. Little by little, as they build on the complexity of what they can achieve, they feel good about themselves. And, of course, they feel even better when affirmed by the significant adults in their lives.

We hope that this term will bring many such moments of contentment and happiness for the little people in the ELS. We hope too that it will happen in an atmosphere where they feel safe to try new things without the fear of failure. We look forward to journeying alongside them as they grow and as they build on their friendships. It should be a fun-filled and exciting few months!

Have an enjoyable weekend – and a memorable term.

**Dee Pitcairn**  
**Principal**



# Holiday Care

By Christina Mandalidis

The holiday period is always such a fabulous time for the children to learn and explore. The school is quieter; they can explore new spaces, interact with children outside their normal groupings and enjoy amazing educational experiences, like incursions.

These holidays, the children learned about two main things: the health and wellness of their bodies and minds, and ANZAC Day.

The first week of holidays focused on the health of our bodies through food and meditation. Teaching children positive eating behaviours during early childhood can set them up with healthy eating habits for life. Developing a positive relationship with food, as well as a balanced approach

to eating, can lead to better health outcomes in the long run.

The week began with the children making healthy smoothies, consisting of fresh fruit, milk, honey and vegetables. Then they spent the day investigating the food pyramid. How much of each food group do we eat? Why is it important to eat a range of foods? They all had a turn using their own magnetic food pyramids and even made their own class pyramids by cutting out the foods and classifying them together. It is so important that children learn these vital lessons using hands-on methods as they find it easier to relate to. Next they put their taste buds to work as they were involved in a food



# Holiday Care

By Christina Mandalidis

experiment. They tasted foods that looked the same, but tasted different. Cucumber and zucchini, yoghurt and sour cream, apple and pear, salt and sugar.

Was it sweet or sour? Did you like it? Is it hot or cold? This was some of the language used by the teachers intentionally to broaden the children's vocabulary and to encourage the link between the taste and the describing words. The week finished off with the children learning how to help their bodies through meditation, relaxation and yoga. The Karma Class came for an incursion and each child got to experience the wonder of yoga in an outdoor space. They learned about breath work, positive affirmations and calming their bodies.

Week Two was all about the children's bodies and how to keep them exercising. They participated in a specialised Reddam Olympics in the front playground where they tested their gross motor skills in games and races. Each child received their own medal for participating in the games. This was followed up by the wonderful team at Kickeroos who came to school for two days to teach the children specific skill sets for soccer and many core and balancing exercises in gymnastics. They also had a fun dress up 'Jersey Day' where they wore their favourite team's colours to school.



# Holiday Care

By Christina Mandalidis

The holidays concluded with the children learning all about ANZAC Day. ANZAC Day is an extremely significant day for Australians, who all recognise the importance of commemorating soldiers and, at the same time, promoting peace. Children, with their astute awareness of the world around them, recognise that ANZAC Day is significant. The children read stories that related to ANZAC Day, listened to 'The Last Post', learned about the significance of rosemary and used it to make playdough, baked ANZAC biscuits and made poppies as a symbol of sacrifice and remembrance. Discussing ANZAC Day with children ensures that stories about Australia's heroes and history are passed down to younger generations at a time when they are actively interested and engaged. Through discussing the history

behind ANZAC Day, young children come to better understand the value and need for peace. It also enhances their understanding of space (through discussing other countries), culture and identity.



# The Nest (1R)

## Photo Gallery



# The Nest (1R)

## Photo Gallery



# Fledglings (1E)

## Photo Gallery





# Fledglings (1E)

## Photo Gallery



# Stage 2 Photo Gallery



# Stage 2 Photo Gallery



# Stage 3

## Photo Gallery



# Stage 3

## Photo Gallery



# Stage 4 Photo Gallery



# Stage 4

## Photo Gallery



# Dance & Drama

By Laura Hudson

It was lovely to be back after the Easter break.

This week in drama our focus was on merpeople and 'under the sea'. We began the lesson, as always, with our parachute. Stage 2 were asked to name the colour they were sitting on. In *The Nest* and the *Fledglings*, I pointed to the colour and the children said what colour it was. Some children in the *Fledglings* and Stage 2 are finding their voices and naming the colours with me! Stage 3 and 4 were asked to name the colour and answer a question. This week's question was "What's your favourite under the sea creature/animal?" After answering the question, Stage 4 warmed up their voices by singing 'A Sailor Went to Sea' with actions to follow. We tried singing very fast and very slow.

I brought in four hoops. These hoops were islands. In Stage 3, the islands were named according to the colour of the hoop: fire island, water island, sand island, and ice island. In Stage 4, I asked the children to name the islands. In Stage 4 we had some interesting suggestions including 'Jelly Island', and 'Sparkle Island'. The children were asked to dance like underwater creatures when the music was playing ('Under the Sea' from *The Little Mermaid*), but when the music stopped, they needed to get to safety on an island. We danced like crabs, jellyfish, turtles, mermaids, and sharks. In Stage 2 and 3 we are constantly learning about sharing. There were only four hoops between 10 and 15 children, so we had to share our islands with our friends! In Stage 3 I tested the children to see if they could get to the islands really quickly. I counted down from 5, and then 3, when the music stopped. In Stage 4, I closed my eyes when the music stopped. I then called out an island and anyone standing on that island had to do a challenge e.g., reach up into the sky 10 times, jump and clap 5 times, spin around 3 times etc. The *Fledglings* even joined in dancing like crabs to 'Under the Sea'! Nice dance moves Hallie and Frankie!

Next, in Stage 2-4 we all came and sat in a circle. I told the children that while we were swimming and dancing in the water, a mermaid came and dropped some magical mermaid sparkles. They were in a container that we could see through and shake. I put on a song ('Mahoney's Debut' from *Mr Magorium's Wonder Emporium*) and we passed the sparkles around the circle. If the music stopped while they were holding the container of sparkles, they had to make a face. We practised all types of faces: angry, happy, sad, silly. Everyone got a turn and there were some great faces!

After the sparkles, I showed the children a magical mermaid stone. We played *Who's Got the Stone?* One person was sent out of the circle and told to close their eyes (with the help of room leaders!) Then, one child in the circle was selected to hide the stone in their hands behind their back. Everyone then put their hands behind their backs and pretended they had the stone when the guesser came back. The guesser then had three chances to try to guess who was holding the stone. It was a challenge for the children to try and not give away who was holding the stone! Well done Stage 3 and 4 for giving this tricky game a go!!

In *The Nest* and the *Fledglings* we finished their lesson by having a visit from my koala friend. Well done to everyone for a great Drama lesson!



# Music

By Nick Summerfeld

Welcome back to Term 2! I hope everyone had some time to relax and recharge over the break.

This term in Stage 4 and 3 I want to explore music in different cultures and celebrations from around the world.

For this week, we began with some revision to help settle the children back into their routines after a 3-week break. We opened the lesson with our 'Expression Circle' – asking how you're feeling and why; or the kids sharing some things they did over the holiday.

After we got all of our chatters out, we had a game of 'Around the Circle' to try and help us re-focus. In addition to helping build patience and anticipation, it forces kids to be present – because those who aren't get caught out!

Once we were through the warm-ups we moved to the piano to sing through our scales and 'Good Morning Song'.

In Stage 3 we used our animal imitations to warm up our voices – creating sounds and actions to animals such as cats, pigs, birds and monkeys. After our warm-ups, we sang through some sing-a-longs like 'Open Shut Them', 'ABC' without shakers before continuing with our numbers backwards and learning 'I Am The Music Man'.

In Stage 4, we sang through ascending scales on 'BA' followed by 'LA' but twice through – all in one breath which caught many kids out! This term in Stage 4 we will be learning 'Colours of the Wind' from Pocahontas. This is one of my all-time favourite songs – it carries such a beautiful message of acceptance and understanding of other people, while reminding us that we're all connected to the world around us.

In Stage 2 and The Fledglings, we left last term with introducing a new song 'I Am The Music Man'. This term, as we continue to expand on this, I want to continue to

incorporate movement to help the children become aware of their own bodies - we already have movement-based warm-ups in our repertoire such as 'Hokey Pokey', 'Open Shut Them' and 'The Silent Game'.

We sang through our 'Good Morning Song' and some simple scales before moving into our favourite sing-a-longs. Once we were through our warm-ups, we put our sleigh bells on our wrists for 'Gahloomph Goes the Little Green Frog'. Kids have such wild imaginations, and it's fun to get lost in their world sometimes – bouncing around and pretending to be frogs does exactly that.

After we were all puffed from jumping, we sat in a circle on the floor with our maracas and introduced our rhythm animals of 'DOG', 'CAT' and 'SPIDER'. The beat in music is a steady pulse, it is consistent; whereas rhythm is changing, it is like an expression of the beat. Using simple animals and syllables, it helps break down the idea of rhythm to help build simple patterns. 'DOG' and 'CAT' represent a crotchet, whereas 'SPI-DER' represents quavers.

It was so nice to be back in The Nest to see these bright, beaming faces. I opened the lesson with 'Here Comes The Sun' as the children made their way to the mat and settled. We used our maracas to sing through 'The Good Morning Song', our 'ABCs', 'BINGO' and get everyone up and moving for 'The Sunflower Song'.

It's so interesting to see as some children are more confident than others to get involved, or even in their ability to walk/march on their own. Once we had everyone standing, we marched around the room to 'Ants Go Marching' to help build that confidence, while working on our sense of timing to move to a beat.

To end the lesson, we sang through 'We're Going To The Zoo'. Moving around the room, while imitating various animals and their movements, this song is slowly becoming less of a one-man show!

# Music

By Nick Summerfeld



# SPORT

By Bella Kable

This week in Physical Education Stage 3 and 4 have been focusing on their ball skills, including rolling, bouncing and catching. We always begin our lessons with a warm up game, and decided to play our favourite this week; Stuck In The Mud! Stage 4 absolutely love this game and were very keen when they were introduced to our new variation, which we decided to call; 'Dancing Mud Marshmallows'. This game required students to create a dance move which our 'Mud Angel' had to copy in order to allow them to re - enter the game. It was great to see the creative and individual dance moves that each student produced!

We then moved on to learning and practicing a range of ball skills which can all be practiced at home with any size ball or even a pair of socks. Firstly, we focused on catching a large ball which students threw above their heads. This was done extremely well and as we progressed we started

practicing higher throws and attempting to hit the roof of the Adelaide Hall! We then moved on to bouncing, where students stood in a star position and attempted to bounce the ball and catch it as many times as possible. Some of our Stage 4 student's completed this an incredible fifty times!

After focusing on bouncing and catching, the students were very eager to practice their rolling skills again. I set up cones to replicate the format of a ten pin bowling alley and student's worked together to knock the cones over. It was great to see the ability of all students to roll their ball with power and accuracy, which we worked on for the last few weeks of Term 1.

I look forward to next week, where we will be focusing more on our catching, bouncing and even our passing skills. Thanks for another great week Stage 3 and 4.



# Happy Birthday



## **Reddam Early Learning**

would like to wish a very happy birthday to

## **Harry Ding, Jamie Zhang & Isla Rouse**

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

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

