



# REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



## Dee's Message

07 MAY 2021

Dear Parents and Caregivers,

One of the real strengths of the Early Years Learning Framework is its realisation that learning is a process. Of the three words which underpin the Framework – Belonging, Being and Becoming – it is perhaps 'Becoming' which most captures the essence of learning being a process.

As the Framework says, "Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society."

One way in which the teachers do this is through encouraging the children to grow in their independence when it comes to daily routines and activities which take place in the ELS. There is nothing which beats seeing

young children achieve something on their own or remembering to perform a certain task without help. Such moments build self-esteem, as the children realise that they are capable and that they can achieve certain tasks independently.

Each day presents many such opportunities for growth and learning, even in the simplest of tasks and routines of school life. Whereas at the start of the year they might not have been able to clean up after an activity, or perform a creative task, or remember the words for their 'Good morning' song during Music lessons, now they do so with confidence. Each of these relatively minor events combines with others to result in children who feel that they are able to do – and try out – anything.

We can all help our children to achieve simple tasks, whether here at school or at home. Breaking a task down into

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manageable chunks or instructions assists them to plan how they will tackle the task. Helping them to organise their time when taking on a task also helps, especially if we remind them from time to time that they need to finish one particular task before we take a snack break or move on to the next task.

Routines are also a wonderful way of putting a form of scaffolding into a young child's life. They give a sense of predictability to the day, and they provide measurable ways of helping a child feel that he or she can achieve those tasks which occur each day, often without the help of an adult. As one of

the quotes in the Framework reminds us, "When you keep planting plants you become a gardener." It is the daily, incremental steps which the children take that grow them as individuals, and we are the fortunate ones who get to cheer them along the way.

Enjoy the weekend. I hope that it is a particularly happy one for all mums, grans and other special people in the children's lives as you enjoy honouring them on Mother's Day!

**Dee Pitcairn**  
**Principal**



# The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

We had a peaceful time indoors this week, mostly due to the air quality and rain! This didn't stop us from having a lot of fun though. The children really engaged in the various inspiring areas of the classroom that the Nest educators set up for them. In one area we set up as an extension of the natural world we explore outdoors.

This was done intentionally as a response to the children's interests in our outdoor area amongst the trees, birds, insects and leaves. This week we observed many of the children exploring and playing in this area as they stopped to pick up the little bugs or scrunch the leaves and look in the mirror. Many spotted the little Kookaburra bird sitting in the tree. Kiri showed the children how it makes a sound by squeezing it. They all laughed in surprise and response and reach out to touch and squeeze it for themselves. We loved listening to the sound of the Kookaburra. Some of the children laughed and imitated the

sound. This area led to much discussion about the birdies that we see in the trees outside. Many of the children love to stand at the window and observe the outdoors.

We will continue to nurture this learning as we get the opportunity to venture outside throughout this term and perhaps we can learn the 'Kookaburra laugh' song in the coming weeks.

Another focus for this week was on preparing a lovely surprise for our beautiful mothers. The children were hard at work, creating their very own collages and painting a special present to give to their mums. Naturally, this led to us talking about how our mummies take care of us and give us cuddles when we need them. We also read the book *'This is how much I love you'* by Sam Bratney, which the children all enjoyed. We wish all our beautiful Nest mothers a restful and joyful Mother's Day this Sunday.



# The Nest (1R)

## Photo Gallery



# Fledglings (1E)

By Hannah Corrigan, Jane Teh, and Nadia Breus

This Sunday, many families will celebrate Mother's Day, a day to honour all mothers and other special women in our lives. It is a day of family reunions with offerings of flowers and homemade gifts created by little hands to keep and treasure. Children love to help bake sweet treats and some may even help make a special breakfast for Mum.

Along with other community and cultural celebrations, Mother's Day traditions align with the EYLF Outcome 2: Children are connected with and contribute to their world, and this celebration can be happily and simply enjoyed at home, perhaps with a family stroll in the sun and a video call with family members around the world. Most of all, it is a time to appreciate our mums and help them feel special and loved.

This week in the classroom our Fledglings enjoyed making handprints and fingerprints in our craft time as we made Mother's Day gifts for our mums with a sweet poem attached. Families were invited to send photos of each child's mum to hang in our photo gallery.

Baking treats is always a favourite activity which engages the children and invites sensory

exploration of ingredients and textures. It builds strength, dexterity and confidence in using implements, while stirring, measuring, pouring, sifting, kneading, rolling, and shaping. Baking is a wonderfully collaborative process in which the children develop confidence and pride in the result of their efforts. The children took this special treat home to share with their Mum.

We enjoyed reading story books about mothers this week. Some of our favourites were 'My Mum's The Best', 'Mummy's Kisses', 'Guess How Much I Love You'.

Celebrating Mother's Day allows us to show our mothers how special they are to us. Look for that magical smile as the child understands the joy of giving when they offer you the treat they've helped bake or the gift they've made. We hope our Fledgling Mums enjoy a wonderful Mother's Day in any way that brings you joy. Have fun with your little ones, whether you share breakfast in bed, have some creative playtime, look at photo albums, read books, sing happy songs or have a dance party together at home.

Happy Mother's Day!



# Fledglings (1E) Photo Gallery



# Stage 2

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

Mother's Day is an event that is celebrated in different parts of the world to express regard, respect and love towards mums. The day is an occasion to respect the commitment of mums, recognise the efforts of maternal bonds and the role of mothers in our society.

In Stage 2 we celebrated our wonderful mums by reading the stories 'Mummy you're special to me' by Laine Mitchell and Kim Flemming, 'Mummies Kisses' by Paula Clark and Lisa Stewart, 'My Mum's the best' by Rosie Smith and Bruce Whatley and 'Hide and Seek with Mum' by Ed Allen and Laura Wood. These stories gave the children the opportunity to think about and then share with their friends and teachers the things that they like to do with their mums or what it is they love about them.

The children were taught a special song to sing to their mums to show them how much we love them.

"We love mothers.  
We love mothers.  
Yes we do.  
Yes we do,  
Mothers are for hugging,  
Mothers are for kissing,  
We love you,  
Yes we do."

In our preparations for Mother's Day, the children were very excited when they saw the photos which we had of them and their mums and told us why they thought their mum was special to them. We then asked if they would like to draw a picture of their mums which are now displayed on the Kookaburra wall. This is the first time we have asked the children to draw something specific. To create the drawings, we discussed the shapes we could use such as

a circle shape for face and eyes and straight lines for mouths, arms and legs.

The simple act of drawing plays an important role in a child's physical, emotional, and cognitive development. Like no other activity, drawing allows young children to express emotions, experience autonomy, and build confidence. Children all pass through the stages of their art development at different paces and the development varies at times; however, the stages are progressive and can be identified when the art works are studied. Movement towards complexity takes the form of small changes rather than giant leaps. We will continue to provide opportunities for the children develop their drawing skills through a range of different writing/drawing implements.

We wish all our families a happy Mother's Day to share with family.

Learning Outcome 5 - Children are effective communicators.

5.3 - Children express ideas and make meaning using a range of media as the child uses the creative arts such as drawing, painting, sculpture, drama, dance, movement, music and storytelling to express ideas and make meaning.

# Stage 2

## Photo Gallery





# Stage 2

## Photo Gallery



# Stage 3

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

We are so excited to be back for another amazing term at Reddam and throughout the first week we completed our Mother's Day gifts and cards for our wonderful mums and women in our lives.

Throughout the week we really enjoyed reading an array of books all about love, mums and caring for people such as 'Guess how much I love you' by Sam McBratney and 'Dear mum I love you' by Ed Allen and Simon Williams.

We all talked about why we love our mums and the things we enjoy doing with them:

Presley: I love when I get to just snuggle with my mum.

Max: I love that my mum takes me and Frankie lots of places.

Tatum: I love that we go to the shops.

Jude: My favourite thing is what mum takes me to the beach.

Sabine: I like when we get to play together with my toys.

William: I love my mum when she draws me Optimus Prime.

Skye: When we play the smart game together with Luna.

Aiya: When we go on walks all together.

Eva: I like when we get to go to the playground.

This week we also looked at the indigenous people of Australia and how they impact on our community. We had a look at where our school is, which is on Gadigal and Birrabirragal land. In the classroom, an array of puzzles was put out for the children to enjoy and we looked at their beautiful artwork. We also learnt all about the dreamtime stories, we looked at their nomadic lifestyle and learnt there are over 700 different languages throughout the clans in Australia.

As we start venturing into our provocation this term, we are very excited that we will be looking into our community and the people

within it. The creation of a local community in early childhood becomes the supportive, positive, uplifting foundation of a child's life. It helps them to learn about themselves and helps children learn how to tackle challenges, build knowledge, and thrive throughout their lives.

Finally, it gives the children a sense of belonging and makes them feel part of a group that they can relate to and feel appreciative to be a part of. We are looking forward to creating, discussing, and learning everything we can about the people who make up our community.

We cannot wait for this term and are so looking forward to what we are going to discover throughout the term.

# Stage 3

## Photo Gallery



# Stage 3

## Photo Gallery



# Stage 4

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

Mother's Day is a special day where we stop to appreciate and celebrate mums all around the world. It is a salute to all the important females in our lives who have helped to shape us into the true individuals that we are today.

***"Being a mother means that your heart is no longer yours; it wanders wherever your children do".***

Mother's Day is also about celebrating diversity and recognising that while some children have a mother and father, others might have two mums, or come from a single parent family or are raised by their grandparents. This special day is for people to show their appreciation for mothers and mother figures, including stepmothers, grandparents, foster parents and family friends.

During the week, the children were encouraged to show their appreciation by thinking deeply about all of the wonderful things they appreciate about their mother or mother figure. It was amazing to see so many comments shared and smiles to accompany their thoughts!

**Eleanor:** "My Mum is really good at Helping Alfie my little brother."

**Edie:** "She likes to eat: Spicy sauce with chicken."

**Savannah:** "My Mum is really good at cooking dinner, especially pasta."

**Jude:** "She likes to drink coffee and water."

**Stephen:** "My Mum is really good at working and cooking."

**Bailey:** "She likes to eat Capsicum."

**Cooper:** "My Mum is really good at running races with me."

**Chloe:** "My Mum makes me laugh when she Tickles me!"

**Harry:** "My Mum is really good at cooking, my favourite is milkshakes!"

**Freyja:** "My Mum is really good at doing work and painting her nails."

**Julian:** "She likes to eat Sushi."

**Araluen:** "My Mum is really good at Drama."

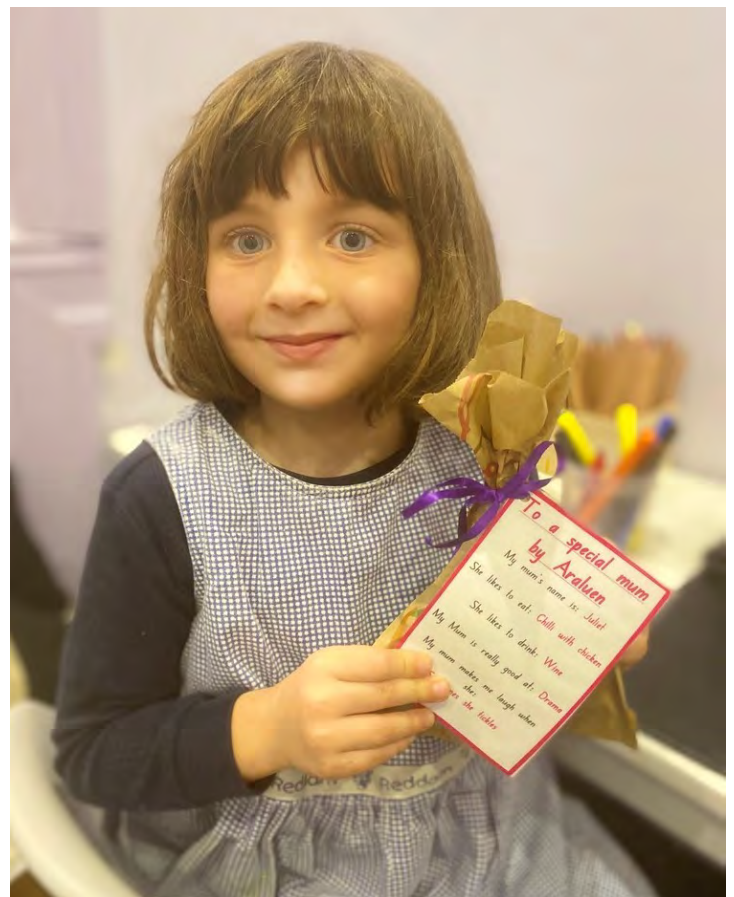
**Jacob:** "She likes to eat Ice cream."

**Savannah:** "My Mum is really good at cooking dinner, especially pasta."

A photo of their special mother or mother figure was accompanied by their comments, which was folded and turned into a card, along with a very special gift designed and hand painted by the children themselves.

Thank you to all our mothers here at Reddam Early Learning School and around Australia for the love and support they provide their children each and every day!

# Stage 4 Photo Gallery



# Stage 4

## Photo Gallery



# Dance & Drama

By Laura Hudson

This week in Drama we started on our new theme: 'The Magic Carpet'. We will be flying to new and exciting places each week on our magic carpets but first we needed to find one!

I began the lesson by asking the students, "Would you like to come on an adventure with me?" The answer was yes, they love going on adventures! So, we decided to pack a bag. We went around the circle and each child had a go at packing something. In Stage 2, I prompted the children with questions like "What should we eat for lunch?" or "What about something to protect us from the sun?" Once our bags were packed, I told the children that we were going to try and find the Cave of Wonders. I had been told by a friend that the way to find the cave was to do silly walks. I asked the children to follow me: stamping, stretching up high on our tippytoes, walking backwards, lifting knees up high.

When Stage 2 and 3 found the cave, we explored inside all together. I asked the children what magical things they had found in the cave. Some suggestions included unicorns, magical wands, lollies, and monsters! I told the children that I'd found something round and heavy. I asked them to help me carry the object back to school. We used our physicality to show how hard the object was to carry, and our faces to show how much effort we had to use. We dusted it off and rolled it out. It was a magic carpet! We had to test if our magic carpet worked, so we went on a test ride to visit the Queen in England. We sat with the Queen and had cucumber sandwiches and tea. I asked the children to repeat some descriptive words after me e.g., marvelous, splendid, wonderful! We then flew back to school, rolled up our carpets and put them in our bags ready to use next week.

In Stage 4 when we found the cave, I turned into a genie (teacher in role) and pretended to be guarding the entrance to the cave. I taught the children how to wake up the

genie (by saying "Open Sesame"), and then asked the children to come up with a pretend name, and a gift offering for the genie. The interaction went something like this:

Genie hides face behind hands.

Child: Open Sesame!

Genie: Who's that entering the Cave of Wonders?

Child: It's Sparkle! (whatever name they chose)

Genie: What gift did you bring me?

Child: I brought you a magical fairy wand (whatever gift they chose).

After everyone had entered the cave of wonders, we explored and found something round and heavy. We used our physicality to show how hard the object was to carry, and our faces to show how much effort we had to use. We dusted it off and rolled it out. It was a magic carpet! We had to test if our magic carpet worked, so we decided to play musical carpets. When the music was playing, the children could fly through the sky, but when the music stopped, they had to sit and freeze on their magic carpet. We rolled up our magic carpets and put them in our bags for next week. I wonder what adventure we will go on!

In the Nest and Fledglings, the children sang an elephant song with me and copied my actions. We then had a go of turning into elephants and stomping around the room. Well done, Jackson and Annie, for following along with me!



# Dance & Drama

By Laura Hudson



# Music

By Nick Summerfeld

Music plays such an important part of our lives and has been used throughout cultures and celebrations for thousands of years; from a newlywed's first dance, to the telling of the first Dreamtime stories.

In Stages 3 and 4 this week we opened the lesson with the silent game. It is a great exercise which gets the children thinking and focused as we begin the lesson; performing a variety of tasks without making a sound.

Once finished our warm-up, we lined up around the piano and went into our scales and 'Good Morning Song'. We sang simple ascending and descending scales on 'BA', then quicker on 'LA', and also introduced lip trills. To do a lip trill, the children just pretended to blow bubbles underwater; they're great to warm up for the lips and voice, while helping strengthen breath control.

When we were through our scales, Stage 3 had a sing through 'The Sunflower Song' and 'ABCs' using our maracas before re-visiting 'The Music Man' and introducing the saxophone, as well as piano and violin.

Stage 4 had a quick sing through 'ABC's' but adding in a freeze – when the music stopped, they stopped; which never fails to create some laughs throughout the room.

Re-visiting our numbers, Stage 4 are working on reaching '2':

8 7 6 5 4 3 2 3 4 5 6 7 8

But also starting to piece the first 3 sequences of the exercise together.

8  
8 7 8  
8 7 6 7 8

While Stage 3 are working on getting to '5'.

Our song this term for Stage 4 is 'Colours of the Wind' and I am so excited for the children to tackle this; the song has a beautiful melody and message. After our numbers we continued learning the 2<sup>nd</sup> verse before discussing music in Indigenous Australian Culture.

In both Stage 3 and 4 we spoke about Aboriginal people being the first people to inhabit Australia – and how it has been found they are the oldest civilisation on Earth dating back over 60,000 years. We looked at the ways Indigenous Australians made music through their voices, hands, legs, body, using of sticks, some tribes used drums and the famous didgeridoo. We watched how the didgeridoo was played, and had a home-made version in class to see just how big they could be as the children tried to measure themselves next to the instrument. We

listened to traditional Aboriginal music and tried to see if we could identify some of the sounds in the piece of music before using drums, sticks and chanting to play along.

In Stage 2 and The Fledglings we began the class with our movement warm-up of 'Head, Shoulders, Knees and Toes' before moving into some simple scales on 'MA'. These simple scales are good to help reinforce speech and articulation of various sounds. Once we were through our scales and 'Good Morning Song', we used the castanets to keep to simple beats to help our fine motor movements. In Stage 2, we did this on both hands, as some of our young Fledglings require both hands to click the castanet. Using the castanets we sang along to 'Twinkle Twinkle' and 'Wheels on the Bus' while trying to click in time.

Swapping our castanets for a maraca, we shook along to 'ABC's' and an increasing tempo while introducing the freeze. In the Fledglings we marched around the room to 'Ants Go Marching', while adding various freezes and running on the spots to get them moving. To end the lesson, we had some free play on our drums and wood sticks while listening to Indigenous Australian music.

In Stage 2, we sat on the floor and re-visited our rhythm animals – 'DOG', 'CAT', 'SPI-DER' and 'BUM-BLE BEE' with our shakers, drums and wood sticks. We also discussed and watched a video on how the didgeridoo is played, and ended the lesson with playing along to the same music.

Down in The Nest, I sang 'Remember Me' as the children found their way and settled on the mat. We opened the lesson singing our 'Good Morning Song' at various tempi while the children bobbed and slapped their knees to the beat.

We also finally got to use the castanets to help our babies build the strength in their fingers. Many used two hands to click, but quickly picked up the movement to create the sound. Once we could click, we sang through 'Twinkle, Twinkle' and 'Wheels on the Bus', encouraging the children to move along to the music.

Also swapping our castanets for maracas, we sang through our 'ABC's' and got our bodies moving with 'The Sunflower Song'. Each week we're slowly building in confidence and understanding when to get up and dance! It is so cute that Eugene still pretends to fall asleep. To end the lesson, we had some free play with the drums and sticks, before trying to play along with 'Ants Go Marching'. Many children have a natural ability to feel the beat, and giving them a physical expression such as hitting a drum only helps to reinforce this sense of timing.



This week in Physical Education, Stage 3 and 4 focused on their catching and throwing skills. We always begin our lessons with a warm-up game, and we decided to play a variation of freeze with catching skills involved! This game is called 'Ice vs Fire' and really emphasises teamwork and catching skills. Students are 'frozen' if they are tagged and are free to continue running once they have caught a bean bag. All of the students who were 'frozen' were super-keen to continue running and really focused on their catching skills, making sure that they caught the bean bag and then pulled it in to their chest to reduce the chance of dropping it. Stage 3 and 4's catching skills were very impressive this week, so keep up the practice at home!

We then moved on to practising our underarm throws and aim. Four hoops were set up for students to throw their beanbags through. Three of the hoops were a bigger size with the fourth hoop being a lot smaller, providing students with a challenge as they progressed through this activity. In this activity we focused on our pointing arm and the importance that our non-throwing hand has in ensuring that the beanbag was thrown through the hoops. We will continue to work on our aiming arm and our step when throwing.

After focusing on our aim and underarm throws we moved on to our next activity which involved throwing a bean bag into a basket. This can easily be recreated at home with a washing basket and a pair of Mum or Dad's socks! Students stood on cones, which were around one metre from the basket, and practised their underarm throwing skills. We then continued to move further and further back until a couple of the classes were at least five metres from the bucket, which was very impressive!

We have an exciting week coming up with Stage 3 and 4 beginning to focus on their kicking and aiming skills. I am really looking forward to this. Don't forget to keep practising your catching and throwing skills, Stage 3 and 4!





# Happy Birthday



## **Reddam Early Learning**

would like to wish a very happy birthday to

**Eva Clark, Phoenix Larsson & Isabelle Ristevski**

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

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

