



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

14 MAY 2021

Dear Parents and Caregivers,

We hope that all our mums and other special women in the children's lives had a really memorable day last Sunday. We all love a good celebration and no doubt the children had a wonderful time showing off what they had created for you and doing a bit of pampering. At an age when many children still feel that the world revolves around their needs, it is important for them to remember that honouring and celebrating other people is just as affirming – because as they do so, they become part of the celebration of our shared humanity.

From their earliest years as infants and then as they progress from toddler to young child, all children have to deal with the often-challenging balancing act of 'me' versus 'we'. And if it's challenging for them, it's no less challenging for the significant adults in their lives – parents and family members, teachers, and others who see them on a regular basis. We all love to spoil our little ones and to give them the best possible upbringing that we can. As such, often their

perception is that they should get what they want – and pity the person who denies them that!

However, with time, they start to realise that there are others out there who have similar needs and that everything doesn't revolve around their small world. There are siblings, friends in class, strangers even, all of whom impinge on the world of the young child. They have to learn the delicate art of sharing, whether with toys, time or affection. They have to learn how to take turns, especially in a classroom environment, where there are many others who also want to be heard or noticed.

Yet all of this is part of growing up, as we all know only too well. Little by little we hope that our children will buy into the universal principles of the Golden Rule, which is shared in various forms by virtually all religions and belief systems: treat people as you would like to be treated.

Dee's Message

In the classroom, our teachers remind the children of the importance of listening to others when they are speaking and not interrupting them; taking turns with toys and playground equipment; and treating all people with respect and kindness, just as each child would like to be treated.

We can also build on these principles in the way we honour others on special days such as Mother's Day, or birthdays, or other celebratory festivals. As much as the children might enjoy celebrating their own birthdays, they also see that there is joy to be found in honouring others and in sharing their delight, smiles and laughter. We also honour others

when we learn more about their religious festivals and customs, which remains a focus here in the ELS. We really hope that as the children interact with each other and with those in their broader circles they will not only feel valued and affirmed but that they will transfer those feelings of affirmation and love to others.

Wishing our families who celebrate, Eid Mubarak.

Have a wonderful weekend!

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

This week we took advantage of our outdoor area where all the beautiful autumn leaves have been falling. The children were encouraged to collect the leaves outside, which were collected in little baskets to carry around the playground. Our young children are naturally aware and inquisitive of their surroundings. We watched them initiate their own play experiences by collecting and stomping and scrunching on the leaves to observe the sound and textures. A few children noticed the drain on the ground outside and began to drop branches and leaves inside and watched them fall to the bottom.

Inside, Helena set up a fine motor experience to extend on this interest. She placed a new dish rack inside a play tub and role modelled this new activity to the children that were

nearby. The children were encouraged to place the autumn leaves through the small slot in between the dish rack. After watching the leaves fall to the bottom, a few children were eager to collect the leaves and attempted to fit their fingers through. The children watched Jane gather all of the leaves to begin the experience again. Words such as, "leaf" or "Inside" or "down" were a few remarks the children made throughout this fine motor activity. Promoting hand-eye coordination activities and supporting the children's understanding of object permanence has been an ongoing learning experience for both the teachers and children. In the Nest we will continue to implement these activities as the children's interests grow and to further extend their learning.



The Nest (1R)

Photo Gallery



Fledglings (1E)

By Hannah Corrigan, Jane Teh, and Nadia Breus

Mirror exploration

Enjoyment for learning, discovering and positive play interactions was clearly evident in our classroom this week.

The children spent time recognising their own and each other's features in the mirror and naming the various features that they recognised.

Mirrors are a unique element to play and support the child's construction of their self-image in the play environment.

Using a mirror as their canvas was a fantastic way to give the children a new perspective on their surroundings. This activity also promoted self-identification and allowed the children to imitate, which allowed them to become more aware of and understanding their feelings.

We read many books this week, including, "When I'm Feeling Happy" by Trace

Moroney, which talks about the many different things that can make us happy which included playing with friends, a special treat or just a big hug.

We had a short group discussion about our facial features and, getting creative, we began some self-portraits at the Atelier.

"Our task, regarding creativity, is to help children climb their own mountains as high as possible"- Loris Malaguzzi



Fledglings (1E)

Photo Gallery



Stage 2

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

The natural environment as a teacher

Over the last week, we observed that the children from the Tree Frog group are becoming more aware of their surroundings, which includes exploration of the natural elements within their environment. The outdoor spaces offer the children the opportunity for open-ended discovery as seen when Gabriel, Rhys and Benni from the Monday to Wednesday group inspected the large tree and used their hands to feel the contrasting textures of the wood and the leaves. Suddenly “Oh!!!” exclaimed Rhys as he pointed to an ant walking up the tree. Together they watched its trail disappearing into the garden. The discoveries of the little creatures continued to spark a sense of wonder and curiosity within the children as they are becoming increasingly more aware of these.

As part of our provocation “The wonderful world of all creatures great and small”, we posed an open-ended question to the group – “What lives in the garden?”. Here is what some of the children said “Butterfly” (Zara), “A cat” (Georgia), “A puppy” (Benjamin), “Cat” (Eliza), “Bumblebee” (Chloe), “A tiger” (Gabriel), “A cockroach” (Matilda), “Spiders” (Hugo), “A little bunny” (Emily), “Buzz...” (Coen), “Froggy” (Rhys), “Butterfly” (Tommy), “A crocodile” (Marley) and “Frogs” (Sarah).

The children’s answers were then written down as part of our interest and learning web and we will use this as a tool to follow up on some of these interests. With these answers, although diverse and somewhat specific, we discovered that the most popular and familiar insect we often see and hear about are spiders which is what we will be closely learning about. As we know, there are many different kinds of

spiders in Australia and some can be poisonous and “dangerous”, the aim of this particular learning choice is to ensure that the children become more familiar with the handling of spiders and therefore also being cautious of these little creatures that we often find living amongst us in our homes and gardens. The very first thing we have learnt is to “look with our eyes only”.

We used factual books from the Reddam library to further explore some of this creature’s attributes up close – questions such as how many legs, how many eyes, and what does a spider like to eat will be used as part of our investigations. As a follow up, the children have worked on their individual artwork using white/black paint and paper towel rolls on green paper. The process was made by dipping the thread on white paint then dragging it through the paper to recreate the spiderweb. The paper rolls were then dipped in black paint and these were cut into threads of eight for the legs. The product became an abstract representation of spiders spinning their webs.

As an extension of this learning process, next week we will begin looking at how a spider web is made and how it feels to other creatures with the use of a fun game using a hula hoop, masking tape and pom-poms.

EYLF Outcome 2: Children are connected with and contribute to their world

- Children become socially responsible and show respect for the environment

EYLF Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence,

Stage 2

Photo Gallery



Stage 3

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

Being Mindful People

This term's provocation in Stage 3R is all about Being Mindful. In a world where the hustle and bustle of life can get very noisy, being mindful can help calm our minds and focus on the here and now.

For group time Christina introduced the children to the word 'mindfulness'. Mindfulness or being mindful is about being in the moment, only thinking of what is happening in the here and now and not what is in the past or future. They spoke about how they have already been practising mindfulness when they do their deep breathing exercises and listening experiences. In following on with this the children listened to a book called 'Mindful.' It introduced the children to the concept of mindfulness, providing everyday situations to help them identify opportunities to be mindful.

The children were also introduced to the mindfulness shelves. On these shelves are books exploring breathing, mindfulness and kindness as well as an array of fidget toys to help the children with their meditations, focus, persistence and staying in the moment. These are open all the time for the children to freely use and they have been enjoying these experiences.

This term also saw the addition of a new friend to the classroom, a gorgeous teddy bear who has become the class mascot. However, the bear did not have a name, so the children came up with a range of names and then voted for which name they liked the best. They also decided that the bear was a girl. The majority of children voted for Rosie. So it was decided but then Lily asked a great question, "What's her other name?" So her full name is Rosie Reddam. The children brainstormed some instructions for how to treat Rosie Reddam. Use gentle hands, not for our mouths, ask the teacher if you want to move Rosie, don't pull her, share her, be kind to her, and she lives on the mindfulness shelf when she's at

school.

Rosie went for her first home visit on the weekend with Vasia's family. When Rosie Reddam travels, she takes her Weekend Adventure book. This is so that when Rosie goes to visit the children's house, they can document their time together. They can do this anyway they want, by drawing pictures, writing and putting in photographs. When Rosie came back to school Vasia presented the book to her friends and explained what they did together over the weekend and showed them the photos they took together.

Since Rosie Reddam's introduction into the classroom the children have been absolutely besotted by her and are so kind in their welcomes to her. They are often seen talking to her or taking her off the shelf and giving her a big cuddle. They are also very excited at the idea of taking her home to spend the weekend with them. Following on with this interest in Rosie, the children came to the art table to re-create her. There were many drawing utensils such as markers, crayons and pencils. They firstly drew Rosie Reddam and then if they wanted to they could use the watercolours to paint her or even add some fur by using cotton balls. After they completed their pictures of Rosie, the children spoke about what they liked about her.

Scarlett: I like Rosie Reddam because she makes me happy.

Adam: I want to take her home for a walk.

Noa: I like her because she's furry.

Marvin: Happy bear.

Gabriel: I like her head because it's so cute.

Lily: I like her because she plays with my class.

Ren: She soft.

Ashlee: I just want to take Rosie home and do kind things.

Vasia: She's so cuddly.

Lauren: She's very soft.

Zach: Rosie is my friend.

Annabelle: She is nice to cuddle.

In the upcoming weeks the children will learn about being mindful towards others.

Stage 3

Photo Gallery



Stage 3

Photo Gallery



Stage 4

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

The day was finally HERE! Cooper Park Nature Programme. The morning air was filled with excitement and we could smell ADVENTURE in the air.

With our coloured bush hats, sneakers, gumboots and clothing at the ready... it was time to embark on our much-anticipated bush walk and exploration!

First.. we crossed the road, pressing the lights, looked left and then right before waiting for the green walk signal allowing us to safely cross the road. Down the winding path, just by Holy Cross School before reaching the zebra crossing. Here we stopped to observe the black and white markings, looking and listening and walking across the safe part of the road. We waved at the cars who stopped as a thank you.

Next, it was through the grassy reserve before reaching the stairs and reading the sign... **COOPER PARK ENTRY!**

Down the stairs we go.. we counted. There are 175 steps from top to the bottom. As we reached the bottom.. wow! It was still, it was silent, it was beautiful! We grouped together and sang a collaborative song 'Good morning Earth' and what a beautiful applause after as we heard a collective song from the birds in the trees - even a Kookaburra!

Before going off to explore, we talked again about our rules and expectations of keeping our bodies safe, but also being mindful to protect the nature we were in. It was then time for exploring... Children are innate scientists and love to experience the sights, scents, sounds, and textures of the outdoors. Nature provides countless opportunities for discovery, creativity, problem-solving, and STEM education. Interacting with natural environments allows children to learn by doing and experiment with ideas.



Stage 4 Photo Gallery



Stage 4

Photo Gallery



Dance & Drama

By Laura Hudson

This week in Drama we continued with our topic of 'The Magic Carpet'. We began the lesson, as always, by sitting on the parachute and singing our hello song. Each week we go around the circle and, depending on which stage the children are in, I ask different things. In Stage 1, we name the colours of the parachute together and we play peek-a-boo. In Stage 2 and 3 each child tells me which colour they are sitting on. In Stage 4, they name the colour that they are sitting on and answer a question. This week's question was "What's your favourite dinosaur?"

To start our adventure, we had a discussion about last week's lesson. The children reminded me that we found a magic carpet in the Cave of Wonders AND it flies!! We pulled the magic carpet out of our backpacks, rolled it out and shook off the dust. I told the children that I knew a fantastic place to fly to: a dinosaur museum. Jude from Stage 3 enthusiastically said "The dinosaurs at the museum will be all bones!".

We flew around the room with our arms outstretched until we landed at the museum. For Stage 2 and 3, there was a special treasure hunt waiting for them at the museum. The children had to find the dinosaur fossils (footprints) that had been hidden around the room and bring them back to the circle. We are always working on using gentle hands and sharing. In Stage 2 we had a look at all the different types of footprints and, in Stage 3, we matched them together. Well done Stage 3, on being so patient while waiting for a turn to match the footprints. I asked the children what dinosaurs they thought that the feet belonged to. In Stage 4, we played the same matching game but without the hunt.

Stage 4 then played a word association game. I allocated different sentences with different actions e.g., "Dinosaur in the pond" meant put your hands on the floor, and "Dinosaur is hungry" meant put your hands on your tummy. We then played the game faster and I tried to trick the children! Well

done Eleanor and Steven.

After our mini fossil hunt, I asked Stage 2 and 3 to pretend to put on a pair of dinosaur feet and walk like a dinosaur. I then asked them to add dinosaur hands/claws, dinosaur teeth/roars, and dinosaur wings. Each child ended up with their own unique dinosaur moving about the room.

In Stage 3 and 4, after we created our own dinosaurs, I asked the children to line up against the wall and freeze like a dinosaur. I pretended to be the owner of the museum closing up for the night. I told the children that I was going to give them a quick clean and then head to bed. While I had my back turned, I told the children they could wiggle and change poses, but when I looked at them they had to freeze. I turned my back to "have a nap" and when I came back (turned around) I noticed that some of my dinosaurs had moved. I told the children "I must be seeing things. It's because I haven't eaten enough today!" I turned my back to have a snack. When I looked at them, they had moved again! I told them "There's no way that these dinosaur statues are moving, and to prove it I will leave this amazing chocolate cake with delicious icing on the floor and I'm sure that it will be here when I come back in the morning." Of course, when I came back, the cake had been eaten up and there were chocolate crumbs on the mouths of my dinosaur statues. I caught them out! They all came to life and showed me that they could move.

In the Nest, we became stomping dinosaurs around the room. Eugene couldn't stop smiling at my dinosaur roar. We had a visit from the mouse puppet which was a favourite for Talia and Marlow.

Well done to everyone on our adventure to the dinosaur museum. We rolled up our magic carpets and put them in our backpacks for next week. I wonder where we will go!

Dance & Drama

By Laura Hudson



Music

By Nick Summerfeld

In Stage 3 and 4 we started our lesson with 'Hokey Pokey' which never fails to brighten up the room. The children enjoy this as we slowly get faster and faster, but it's also great to help learn our left from right!

Once we were through our warm-up and our bodies were on, we lined up around the piano in preparation for our scales. This week we did our scales on 'BAH' and 'BO' before introducing 'STACCATO'. Staccato means short and detached, which is great for breath control and helping develop 'open throat singing' by relaxing the throat. Our usual scale would consist of 9 notes, whereas a staccato scale only consists of 5, and skips the 2nd and 4th.

After our scales we sang through our 'Good Morning Song' and then into 'The Music Man' for Stage 3. This week we followed on from our Indigenous Australian lesson from last week and added the 'wood sticks' to the list. It is a great exercise for memory recall as we can add as much or little to our list of instruments as we like. Once through 'The Music Man' we revisited our numbers and continued working on getting down to 5, some classes have started working on 4:

8 7 6 5 4 5 6 7 8

In Stage 4, we went straight into our numbers where the children are getting down to 1 and working on connecting the early sequences in the warm-up. When we were done with our numbers, we picked up our maracas for a round of 'Imagination Freeze'. With Stage 3 we began by shaking to a simple rhythm of 'tick tock'. We layered this exercise by shaking; then stomping; then both together. Using an easy melody such as 'Incy Wincy' allows the children to multi-task with shaking, stomping, singing at the same time and then freezing in on queue. With 'Imagination Freeze', I ask the children to become anything they wanted within a particular topic, encouraging their imagination and expression. We reinforced 'WE ARE STRONG' and 'WE ARE CONFIDENT' by freezing as superheroes.

In Stage 4 we continued on learning 'Colours of the Wind' and 'I can't deal'. We've hit the first chorus and I can't get over how these young people continue to surprise me - even Taylor said, 'Singing this makes me want to cry'.

To end the lesson, we continued to look at different types of music from around the world - and this week was Popular Music, or Pop Music, which covers a broad range of music. We discussed and played some of our favourite songs and what makes them pop songs. They're usually simple, with catchy / hooky melodies; and some with very few

lyrics. Using the game 'Squares', I divided the floor into 4 squares, and allocated each to a common instrument found in Pop Music - piano, guitar, violin and bass.

In Stage 2 and the Fledglings we started the lesson with our 'Good Morning Song' with an increasing tempo before moving into 'Wheels on the Bus'. On cue, the children hide themselves when they hear 'out in the garden', which is the opening to 'The Sunflower Song'. We had one sing and dance through the song without maracas, and then a second time shaking along. With our maracas we did some simple note warm-ups on 'MA'. Unlike Stage 3 and 4 scales, these stay on a single note.

Moving into some movement, we got our best animal interpretations on and went to the zoo. We scratched and climbed like monkeys, swung our elephant trunks; stretched up tall like giraffes; rolled around like seals; and pretended we were hopping rhinos. Not only is this a good little burst of exercise, but it's great to help the children become confident in their body and movement.

Putting our maracas away and finding a space on the floor, we did some finger isolation work with 'Twinkle Twinkle'. Demonstrating how to move each finger like stars helps to refine their fine motor movements and control as they also try to make their 'diamond in the sky'. Once we had caught our breath, we used the play mat to continue building our strength by jumping across the keys. The kids love anything they can stomp on, but this exercise is great to help teach patience as they wait their turn.

In The Nest, I sang 'Colours of the Wind' as they made their way to the mat. We sang through our usual warm-ups of 'Wheels on the Bus' and 'Open Shut Them' before using our maracas to move along with 'The Sunflower Song' and our 'ABCs'. This week I tried introducing a freeze in 'ABCs' encouraging all the children to stop when the music stopped.

With our maracas in hand, we marched (some ran) around the room to 'The Ants Go Marching'. It's so nice to see everyone slowly joining in and their confidence building - Claire was initially too shy to take a maraca, but now stands up and shakes along!

Once we were all marched out, we had some free play on the Piano Play Mat and my keyboard. The children love walking and observing the sound it makes to their steps. Other kids, like Hudson and Eugene, LOVED playing on my keyboard, while even Claire came over and explored the instrument and had a play on the keys.

Music

By Nick Summerfeld



This week was one of my favourite weeks with Stage 3 and 4. All students were full of energy and ready to tackle every game and challenge. This week all Stages began with an Australian classic: 'Bull Rush.' This game is a great warm-up activity and ensured that all students were switched on and ready to learn and practise their kicking, throwing and catching skills.

Stage 4 focused on both kicking and throwing this week with the incorporation of a new throwing device, which we named the 'fire ball.' The students practised their overarm and underarm throws with these. The 'fire balls' are soft balls that have a tail of fabric attached to them. This tail enables it to be thrown further and to greater heights. Firstly, Stage 4 started by practising their underarm throwing with a partner, with each student around two metres from each other. We then had mini challenges to see how high and how far we could throw the 'fire balls' in the hall. This was great fun and an exciting way to practise underarm and overarm throwing.

Stage 3 also practised their catching and throwing skills using the 'fire balls'. Stage 3 students focused on their underarm throws and aim in partners and were also very quick learners. We will continue to perfect the technique of an underarm throw in weeks to come, but this was a great start!

We then moved on to practising our kicks using a large, soft ball. Students aimed to kick the ball to the other end of the hall and then practised their bouncing on the way back. There are a lot of students in Stage 3 and 4 who have advanced kicking skills and it is great to hear that they are practising these skills outside of school.

Lastly, we focused on our jumping skills with our rainbow skipping ropes. We will eventually progress to skipping whilst the rope is held by two people and then progress again to skipping individually. We

practised our jumping by keeping the skipping rope on the floor and moving it like a snake. The students loved this challenge and were jumping to new heights to avoid being touched by the skipping rope.

Next week we will continue to focus on our kicking skills with the addition of equipment such as mini goals. Enjoy your weekend!

SPORT

By Bella Kable



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

**Mikala Shao, Siena Ho, Scarlett Jandegian,
Margot Richard, Amanda Vo & Aurelia Watson**

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

We hope you have a fabulous day!

