



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

21 MAY 2021

Dear Parents and Caregivers,

Poet Ralph Waldo Emerson once said that, "It is a happy talent to know how to play." Taking that to be true, we have a particularly talented bunch in the ELS, as many hours are spent each day contentedly playing. Sometimes this play happens in groups and sometimes it is alone, but always it is a special time.

It is through play that young children make sense of the world, learn about themselves and others, and escape to wonderful places where anything is possible. Watching a child at play is surely one of the most special moments of childhood – eyes become single-mindedly focused on the present, while their imaginations run wild. Conversations spring up, whether with real people or with those who are equally real in their minds.

Research conducted at Cambridge University over recent years looked at the importance of play in young children, particularly during a time of restrictions such as during the Covid pandemic. In its report,

the lead researcher refers to the importance of play in that it is even enshrined in the United Nations Convention of the Rights of Children, which makes the point that play is "any behaviour that a child controls and does for themselves."

The research emphasises that the wider the range of play experiences a child has, the better. As the lead researcher puts it, "Some of that play should be them taking the lead, them doing things for themselves [and] adults staying well out of it. But some of that can be parents joining in or older siblings joining in. Some of that can be parents taking the lead."

One of the wonderful benefits of using the Reggio Emilia approach to education, such as we do here in the ELS, is that it encourages open-ended play and discovery. While the teachers might provide an environment with suitable items with which to play – or on which to play, as in the playground – where these activities take the

Dee's Message

children is up to their own imaginations.

In our weekly Sports lessons, the children learn that sometimes play can be fun with other people. Then again, there are other moments in the day, where some dressing up clothes in a corner of the classroom, or an imaginary tea party, or a magical corner of the garden, might be just the stimulus a child needs to play happily on his or her own.

As one person has said, "Play is our brain's favourite way of learning." We ensure that the children have plenty of opportunities to play here at school, and thereby to learn more about themselves, about others, and about the fascinating complexity of the

beautiful world in which we live.

Have a happy weekend!

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

Painting Leaves

Following on from last week, we decided to use the leaves we collected outdoors to create a beautiful piece of art. We bought into the classroom the large easel and placed it by the window for the children to stand at and paint freely. We took the opportunity to talk to the children about the autumn colours that they see outside and used these colours to paint: red, orange, yellow and brown. Painting is a wonderful way for children to convey ideas, express emotion, use their senses, and explore colour, as well as helping them to develop fine motor skills, and strength in their hands.

Creating our little garden

During the colder months we want to give children a connection with the outdoor nature. The children have been planting their very own herb garden this week! Gardening is a healthy, fun activity

for children. Children develop new skills and learn about science and nature from growing their own food.

Gardening and the Early Years Learning Framework: Outcome 2 of the Early Years Learning Framework, supports children becoming socially responsible and respectful of their environments. Some ways that children demonstrate their respect for the environment could include:

- Speaking to each other about not wasting water when they fill their watering cans at the tap.
- Worrying about withered leaves on a plant.
- Wondering how their plant has gotten so tall.
- Exploring the connection between, land, people, plants and animals.
- Show growing appreciating and care for the natural and constructed environment.



The Nest (1R)

Photo Gallery



Fledglings (1E)

By Hannah Corrigan, Jane Teh, and Nadia Breus

Feelings and Communication

The provocation for Term Two was determined by closely observing the children's emotional and social development. Over the course of Term One, it was noticed that the children were experiencing a range of emotions which, at this age, can be difficult to communicate.

Throughout the first term, the children spent time building relationships, becoming familiar with separating from their parents at drop-off and forming a sense of belonging with their new school environment. Continuing through the weeks, a magical first term unfolded where our children embraced the new school year with enthusiasm, discovering a happy world of new friendships, new spaces to explore, and new ways to play.

Through this provocation the children will learn to look after their wellbeing by learning to recognise and identify their own feelings as well as identifying, recognising and reacting to the feelings of those around them. Learning these feelings is key to social and emotional development.

The children will be introduced to the five basic

emotions that help young children identify and label each emotion by observing facial expressions and body language.

We will delve into the language, phrases and expressions we use to show our feelings, such as:

"Can you make a happy face?"

"Let's use a happy voice".

"I am happy".

Embedding the Reggio Emilia approach into our classroom environment, the Fledglings classroom has been arranged in a way to promote relationships, communication, collaboration and exploration through play. Materials have been thoughtfully added to the environment to promote creativity, thinking, problem solving skills, experimentation and open-ended play. The learning environment plays a key role in the Reggio Emilia approach, which allows children to thrive in environments that are suited to their interests and development stages. The classroom is viewed as a place that is welcoming, authentic, aesthetically pleasing, culturally representative of community, embraces nature and filled with purposeful materials.



Stage 2

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

The day before Pirate Day the children were already talking about dressing up. On the day, there were lots of pirate stripes and discussions amongst the children about their outfits. Harlow came in with a parrot on her shoulder and Thomas said, "I love the colours of your parrot" as they were sitting down for morning tea. The activities for the day including learning a pirate song and looking at the pirate ship we had in our room and talking about finding treasure. We had the opportunity to make treasure maps and we read the story 'We're going on a treasure hunt' by Martha Mumford and Laura Hughes and 'Ten little Pirates' by Mike Brownlow and Simon Rickerty. To end our pirate day, we all walked the plank very carefully so as not to fall in and feed the sharks!

The Pirate Song - (to the ants go marching tune)

The Pirates sailed the Seven Seas ARGH, ARGH X3

They scrub the deck down on their knees, and they all go sailing off to find the gold ARGH. The Pirates sailed the Seven Seas ARGH, ARGH X3

They climbed the mast to look out to sea, and they all go sailing off to find the gold ARGH The Pirates sailed the Seven Seas ARGH, ARGH X3

They walked the plank very carefully and they all go sailing off to find the gold ARGH

Thank you to the families who added to the treasure box for a donation towards childhood cancer. As a group we talked about how pirates take treasure from others but how we were going to give treasure to the doctors to help other children who were sick- following the Reddam motto – "We shall give back."

Provocation – Construction.

Over the past two weeks we began to take a closer look at shapes that we use for building - a square, a rectangle and a triangle. We counted the sides of the square and the rectangle to discover they had four sides. We also compared the square and the rectangle as two squares put together made the shape

of a rectangle. We looked at the triangle and could see that it had three pointed sides. We then pretended to draw these shapes in the air. We were then invited to go on a shape hunt - the challenge was to find different shapes on the deck or on our clothes. We found circles - Rafi was excited when he found the circle tyre, Hunter discovered the wooden beams were shaped like a triangle as did Oliver and Harry. Thomas found the rectangle doors on the kitchen cupboards. Harriet found the circle plates on the kitchen play table and then discovered circles on her top. Riley discovered the triangle roof on the post box, Elliot and Julieanne found the triangles in the A frames for climbing, Maison showed us the rectangle jumping board, Maggie found the rectangle doors on in the postbox and then the kitchen cupboards and everyone sat on the square mats and Kaitlyn showed us the square cupboard. Learning **shapes** not only helps children identify and organise visual information, but it helps them learn skills in other curriculum areas including reading, math, and science. For example, an early step in understanding numbers and letters is to recognise their **shape**.

The first activity for the Kookaburra class's provocation 'Construction' was to build using a rectangle, square and triangle in a 3-dimensional structure. At the completion of the structure, the children were then given 2-dimensional shapes of the same to recreate their design on paper. The result is a plan on paper that can be used to recreate the 3-dimensional structure. These are now on display outside the classroom.

Outcome 2 - Children Are Connected With And Contribute To Their World

2.4 Children become socially responsible and show respect for the environment.

Outcome 4 - Children Are Confident And Involved Learners

4.3 Children transfer and adapt what they have learned from one context to another.

Outcome 5 - Children Are Effective Communicators

5.4 Children begin to understand how symbols and pattern systems work.

Stage 2 Photo Gallery



Stage 2 Photo Gallery



Stage 2 Photo Gallery



Stage 3

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

This week we introduced our Term Two provocation: 'All around the world'. Teaching children about the world around them is a fun and effective way to learn about different cultures and countries. Young children will benefit from exploring cultures through art, food, and holiday celebrations. Our class will take a journey around the world, starting in our own country, Australia. We will take different modes of transport and explore many countries, their food, cultures, animals and buildings. We had a group discussion about Australia, read a book called 'A is for Australia' by Frane Lessac and looked at some pictures of the various landscapes around Australia, including beaches, the bush, the outback and cities.

Then the children were posed the question "**What can you tell me about Australia?**"

Billy: "It has beaches."

Joshua: "Aboriginal people live here."

Zoe: "Kangaroos live in the outback."

Yanni: "I like the Opera House."

Sienna: "There are lots of animals in the bush."

Emily: "It has a harbour bridge."

Monty: "It has a Gold Coast. I went there."

Oscar: "It has sand and grass, and it gets hot."

Frankie: "The harbour bridge looks like a big rainbow."

Ruby: "Australia is very big and has lots of beaches."

Taking to the Mini Atelier, the children painted the outback desert. They used orange, red and yellow watercolours to create the warm sunny landscape. Once these have dried, each of the children took turns to draw some Australian Animals on the paintings.

We also read a book called 'Possum Magic' by Mem Fox, which took us on a journey around Australia in search of food, where we found a vegemite sandwich. We then went to our school kitchen to make our own

vegemite sandwich.

The topic of food has also been a huge part of conversations amongst the children, and we will embrace the children's love of cooking to help learn about different countries.

Cooking also encourages children's thinking, problem-solving, and creativity. It allows children the opportunity to use the knowledge they have and apply it by counting, measuring, following a sequence, following directions, and cause and effect.

The children decided that next week we will take an aeroplane to travel to our next destination. I wonder where it will take us?

Stage 3

Photo Gallery



Stage 3

Photo Gallery



Stage 4

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

This term in Nina's class the Provocation is 'Beautiful Books' and over the last few weeks the children have enthusiastically been creating their own books.

The first part of our project was to establish our prior knowledge of different types of books. We discussed the difference between fact and fiction and separated our class book into these two categories. Each child then decided what type of book they wanted to make and what the book was going to be about.

Many children chose to write a book about a personal topic such as family members or holidays. The children drew pictures of memories and brought in photos to stick in their books.

The children also used a computer to access the Internet to research information and photographs. The photographs were then printed out and stuck in their books and the children wrote the information in the books.

Each child dictated the words they wanted to include and they were invited to copy, trace or write their own text.

It was truly magnificent to watch the pride as they were working on their books, the feeling of excitement and achievement was infectious.

Encouraging our children to make their own books has many benefits, both educational and emotional:

- Increases self-esteem through sharing stories as it validates the children as an author and makes them proud of their achievements.
- Builds resilience: Writing stories allows the children to find a voice to express their thoughts, feeling, and experiences.
- Increases concentration: when the children are engaged in a task they enjoy, it leads to higher levels of motivation and an increased motivation.
- Development of writing skills: writing a book requires a lot of skill, including holding the pencil correctly, forming the letters, spacing the word and writing in lines from left to right.

Besides making books, which is an ongoing project this term, the children were also engaged in a variety of activities related to our story of the week: 'The Rainbow Fish'. 'The Rainbow Fish' is an award-winning book about a beautiful fish who finds friendship and happiness when he learns to share.

After reading the story, we discussed how the rainbow fish's behaviour and his feelings change throughout the story:

Jack: The Rainbow Fish is not being nice to the other fish because he isn't playing with them.

Abigail: The friends wanted a scale, and he didn't share.

Lulu: The Rainbow Fish was sad because he didn't have anyone to play with. Then he went to the octopus and he told him to give away his scales.

Eloise: But he said never.

Jack: He gave one to one fish first.

Abi: That made him happy.

Charlotte: He had one friend then.

Luna: Then the Rainbow fish was really happy because he had a lot of friends.

Jack: Yes, because he gave the scales away.

Erinn: He shared all his scales.

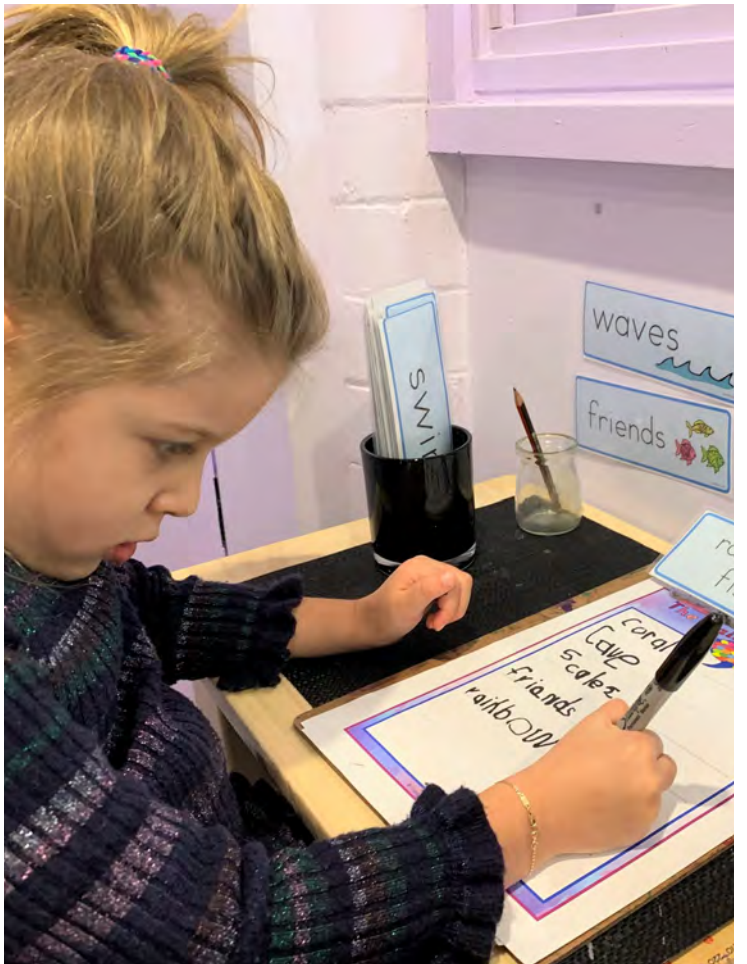
For our piazza display, the children created a picture of a Rainbow Fish. First, they drew the outlines of a fish with a black marker and coloured it in using oil crayons. The ocean around it was painted with water colour. Usually the children are encouraged not to use too much water when painting with water colour, however, this time they experimented with using more water to make it look like the ocean.

Some of the children already show a great interest in writing and, with only a little help, they copied words from the Rainbow Fish Story. Another great opportunity for the children's fine motor development was the Rainbow Fish collage with cellophane paper and tracing activity sheets.

We hope you have a wonderful weekend with your loved ones and that your weekend will be filled with beautiful stories.

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. This week our parachute prompt question was "What's your favourite type of weather?"

To start our adventure, the children reminded me that last week we went to the dinosaur museum on our magic carpets. We got our carpets out of our bags and rolled them out, ready to go somewhere new. I told the children in Stage 3 and 4 that there was a weather warning. High winds and rain could make our journey treacherous as we were flying somewhere far, far away. While we were flying, the children showed me that the winds were making their carpets wobble! We got sucked into a tornado, spinning around and around, and then it started to rain so we had to put up our umbrellas! We landed our carpets in the snowy Arctic.

It was freezing in the snow! We searched through our backpacks and luckily found a beanie, some gloves, a big snow jacket, a scarf and some snow boots. The children mimed with me to get dressed for the snow. Good job, Jasper and Manee in Stage 2, on your miming skills! We then reached up high into the sky to check if it was cold, then huddled in a small ball to show that it was. We then used our fingers to show snow falling from the sky.

I showed the children some pictures and asked them to use their bodies to look like the photos. I showed them a snowflake, a walrus, a penguin, a polar bear, and (the funniest of all) a beanie! Well done, Tyler and Emma in Stage 4, for making such great shapes!

Stage 3 and 4 then put on their ice-skating shoes and glided through the classroom as if skating on ice. When I called "freeze", they had to stop and copy my pose. Well done to Eric and Ellie in Stage 3 for balancing so well on one leg!

I showed the children a picture of an igloo and asked whether we could try to make one. We would have to carry big ice blocks that were heavy and slippery. We then became the igloo as a whole class. We decided to go inside the igloo to get warm. Penelope from Stage 4 was worried that a snow monster might come into our igloo. Luckily, we were safe inside. I asked the children to use their ears and listen. Outside, the wind was howling. "What does the wind sound like?" I asked the children. We made "wooshing" noises with our mouths. I prompted "Now I hear the pitter patter of snow falling" and we used our hands to make the sound on the floor and on our laps. I then added "I think I hear thunder rolling through" so we stomped our feet. Stage 3R thought they could hear the distant growl of a polar bear, and squawk of a penguin, so we tried to make those sounds, too. I challenged the children to make all these sounds at once to create a sound scape. I was so impressed - we haven't done this before and Stage 3 and 4 did exceptionally well.

We rolled out our sleeping bags and set up to go to bed. When we wake up in our igloos next week, we will use our magic carpets to fly somewhere else. Everyone got a special penguin stamp for good work in Drama. I wonder where we will go next week!

In Stage 1, we became waddling penguins around the room. Rory and Joshua were both very brave when we had a visit from the koala puppet. I had some lovely singing voices join me to sing the first three verses of Hickory-Dickory-Dock. Well done, Stage 1!

Dance & Drama

By Laura Hudson



Music

By Nick Summerfeld

'My teacher asked what I wanted to be when I grew up, and I said happy. They said I didn't understand the assignment; I said they didn't understand life' is a famous and reflective quote. Stage 3 and 4 opened the lesson with our expression circle which helps us understand what makes us happy, while always encouraging the children to think of new things that they enjoy – we know hugs with mum and dad make us happy!

Once we got around the circle, we used our sound boxes to find matching pairs. This is a great exercise to help develop Sound (Phonological) Awareness, which is interconnected with many aspects of a child's development. In Stage 3 we had two children matching boxes at the same time, and in Stage 4 we turned it into a little race – I think it never hurts to add a little harmless pressure to teach how to deal with pressure, but that it's okay to get things wrong and we learn from our mistakes.

After our boxes, we stood around the piano in preparation for our scales. We sang through ascending and descending 'BAH and 'LA'; on 'LAH' we sang each scale twice through which threw the children, but they quickly picked it up. Revisiting staccato, we also sang these scales on 'BAH' and 'LA' before moving into our 'Good Morning Song'.

Once our voices were warmer, Stage 3 had a sing through 'The Music Man' while acting out all the instruments we've learnt so far.

In Stage 4 we went onto 'Colours of the Wind'. This week I wanted to focus on our first verse and chorus before teaching them more words! After their teachers' and my heart had melted, we moved onto learning more about music and dance in Aboriginal Culture.

Music can be a vital part of storytelling – be it from songs on the radio, or stories and traditions passed down through generations. I wanted to show the children 'The Crane Dance', and how song and dance is used in the telling of stories in Indigenous Australian culture; to be sure I was okay to do so, I spoke with the Metropolitan Aboriginal Land Council who advised I was okay to teach this material.

This week we learnt the movements. The dance portrays how the cranes fly overhead looking for food before landing on the ground. As they move around, they eat together until their bellies are full and they celebrate the meal.

In Stage 2 and The Fledglings we opened the lesson with 'The Silent Game' to see how well we

could control our bodies and follow instructions: clapping our hands, walking on the wooden floor or holding our maraca. Now that we had our thinking caps on and focused, we made our way to the floor to warm up our voices and articulators with single note warm-ups on 'DA' and 'LA'. 'LA' is a great shape to use because it engages the tongue, which many kids struggle to do to begin with. Once our voices were warmed up, we sang through our 'Good Morning Song', 'Open Shut Them' and continued learning 'The Music Man', getting familiar with the movements and memory for piano and violins.

With our singing out of the way, we sat in a percussion circle to revise our rhythm animals. The Fledglings were introduced to 'DOG', 'CAT' and 'SPIDER' – while Stage 2 continued with 'BUMBLE BEE' as well. The 'DOG' and 'CAT' helps us find the beat, the pulse, while 'SPIDER' and 'BUMBLE BEE' allows us to work our rhythm. After finding our rhythm, we all stood up and marched to 'Ants Go Marching' to various rhythms using our animals.

DOG – CAT – DOG – CAT

SPI-DER - SPI-DER - SPI-DER - SPI-DER -

DOG – SPI-DER – CAT – SPI-DER

When we were all stomped out, I also introduced the movements to 'The Crane Dance' before we sang our 'Goodbye Song'.

Like clockwork, our little ones made their way to the mat as I improvised on the keyboard. Once we were settled, I tried to encourage the children with single notes on 'MA' before we sang through our usual warm-up sing-a-longs: 'Good Morning Song', 'Open Shut Them', 'Bingo' and 'Mary Had A Little Lamb'.

Once we were through our songs, we put our sleigh bells around our ankles and encouraged the toddlers to get up and walk, and jump if they could manage, across the lily pads to 'Gahloomph'. It was an overall fun exercise to get those legs active and strengthen those movements.

To continue with our movement, we took a trip to the zoo to see all the animals we could be! Much like the Fledglings, this starts off as a one-man show before they find the confidence to join in. We swing our trunks like elephants, scratch like monkeys, stretch tall like giraffes, roll like seals and stomp like rhinos.

To end the lesson, we had some free play on the drums before singing our 'Goodbye Song'.

Music

By Nick Summerfeld



SPORT

By Bella Kable

Our goal this week was to focus on kicking, as well as on learning about shooting and stopping goals, and that is exactly what Stage 3 and 4 did. The students were so excited when they walked into Adelaide Hall and spotted the goal that we had set up at the end of the hall. This goal was a lot bigger than the Stage 4 students and ensured that plenty of goals were scored by all.

Before we focused on our soccer skills we had to warm up, as it was absolutely freezing outside! Stage 3 and 4 students showed me how fast they were with a warm-up game called 'The Floor is Lava.' A lot of the students commented that they had played different versions of this one at home and loved the creative aspect on a simple game of freeze. Students were running around the hall as fast as possible and then had 3 seconds to locate a 'pancake' to balance on, while the floor turned to lava. Each round, a pancake or two were taken away from the game, so students had to work together to keep their friends off the floor while balancing on the same pancake together. This game is always a great display of teamwork and friendship.

We then practised our kicking and shooting skills using the goal. Initially the goal was around three metres from the students, so that we could first practise our accuracy and aim, without worrying about power. This also meant I could provide individual feedback to students on their kicking technique which resulted in major improvements throughout the lesson. Once all students had practised their kicking several times, we discussed what a goalkeeper's role was and the technique used while standing in the goal. Students absolutely loved being goalkeeper and well and truly tired themselves out by continuously moving across the front of the goal and trying their best to stop the balls with their hands and legs.

For the last activity of Stage 4's lessons we had a 'Challenge Kick', where students shot at the goal from around ten metres away. This provided students with an opportunity to focus on their power and their aim and we will continue to work on this in weeks to come.

For the last part of Stage 3's lesson we refocused on our catching, as we did last week. The students absolutely loved seeing if they could throw the 'Fireballs' up to the roof of Adelaide Hall and catch them again. Stage 3's throwing abilities have improved out of sight!

Thanks for another great week, Stage 3 and 4! I am looking forward to practising more kicking and goal – scoring next week. Enjoy your weekend!



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

**Jude Kaplan , Savannah Miller, Maya Wolf,
Rafael Kaplan, Taylor Villis & Lauren Lee**

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

We hope you have a fabulous day!

