



**REDDAM**  
ELS

# REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER

## Dee's Message

11 JUNE 2021

Dear Parents and Caregivers,

Dr Maria Montessori once noted that, "Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment." It is this natural curiosity that our teachers tap into each day in the ELS. Rather than having certain preconceived ideas of what the teachers would like the children to achieve with a certain activity, they provide stimulus materials and open-ended conversations, which encourage exploration.

While education further on in their schooling might be characterised by vast quantities of content and quite complex academic skills, the children in the ELS have the luxury of learning through enjoyable activities such as play, music, art and physical activities. All of these activities are just as crucial as anything they will do further on in their schooling, as they lay the foundations for how children process information, make sense of the

environment, and learn how to interact with others.

Probably the most visible way in which anyone visiting the ELS can see this in action is in the art which lines the walls. The colours enliven the space, and the images provide a fascinating insight into the lives of the children. The children have an insatiable desire to express themselves in visible forms, and they also love the tactile nature of creating art. Whether in using different tools or materials, or in the subject matter which they represent, art is a wonderful way for them to disappear into another realm.

# Dee's Message

As the world still struggles with the after-effects of the pandemic, we are reminded that art provides a wonderful way for children to make sense of the often-confusing reality of which they are part. As one researcher points out, "Art allows children to express themselves but also to maintain a safe distance from their experiences. The arts provide a container for the child's experiences. This means that strong or difficult feelings and experiences can be seen and acknowledged (whether consciously or unconsciously) but they do not engulf or overwhelm the child."

While much of what the children do each day in the ELS is about playfully using the artistic materials at their disposal and

following their creative inspiration, it is heartening to know that they are also able to traverse sometimes tricky situations in their lives – but in a way which feels safe and non-threatening. The process is so much more important than the final product, which often seems to be the focus in the adult world. And through that process, each child is able to explore more about his or her uniqueness and individuality. As one person has said, "Art has the role in education of helping children become like themselves instead of more like everyone else."

Enjoy your weekend!

**Dee Pitcairn**  
Principal





# The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

## Dino Footprints

As a continuation from last week's dinosaur and sand play interest, Teacher Min set up a fun filled art activity with the children using the toy dinosaurs! She painted the feet of the dinosaur with various colours for the children to stamp onto the paper. Min demonstrated by saying, "*stomp stomp dinosaur.*" A few children simply watched Min create the footprints on their paper. The children became intrigued even more and took the dinosaur to tap onto their paper and created their Dinosaur artwork. Many of the children became fascinated with the different colours on offer and pointed to Min which colour they wanted next. Min took this opportunity to teach them the names of the colours they were choosing. It was such a fun experience!

## Playball

As the weather gets cooler, we have been setting up our playball activities outdoors in a beautiful sunny spot under the trees. This is a way for us to enjoy some outdoor fresh air and exercise without getting too cold. Teacher Rama used a large net to encourage children to collect the rubber toys inside. The children watched Rama pour all the toys out of the net to then collect all over again. A few children looked proud of their achievements when they helped to gather the toys back inside the net. They showed this achievement through celebrating and by using their bodies to clap, raise their hands, smile or giggle! The children showed much enthusiasm during another activity which involved the children running and catching. After one child ran to the other side of the playground, many children followed and it soon became a running race! Teacher Rama used the opportunity to roll the hula hoops towards the children. Back and forth, the children raced over to the rolling hoops across one side of the playground to another.

## Learning to pass the ball and sharing

Ball play offers many learning and developmental benefits for young children. It builds hand-eye coordination, gross and fine motor skills, spatial awareness, problem solving skills and balance to name

a few. There is one other important skill that children learn through ball play and that is social skills. Learning to pass and return the ball is a developmental progression as children naturally want to keep it to themselves. Teacher Kiri noticed that many of the children struggle when it comes to sharing the ball once they have it in their hands. Some will run off with it, and others will go over to their friend and try and grab it from their friend. Kiri decided to take the opportunity to guide the children to share and pass the ball back to one another. Once they realised that the ball was coming back to them, they were able to relax into the game and enjoy the experience of playing with each other. Games such as rolling or passing the ball to each other help with social awareness of others, cooperation, fairness, inclusion and making friends. This learning is in keeping with the EYLF Outcome 2.1 Children develop a sense of belonging to groups and communities and an understanding of reciprocal rights and responsibilities necessary for active community participation.

## Mural painting for our journals

This week the Nest children busily prepared the covers for their Reflection Journals. Teacher Min stretched out huge sheets of paper onto the wall and made some little sensory paint balls for the children to paint with. She showed them how to dip the ball into the paint and dab it onto the wall. This was hugely exciting for many of our little ones as they learned to stamp the ball print onto the paper freely. Many of them enjoyed the opportunity to pick the colour that they liked and see it transfer onto the paper. "*Dab dab dab*" they said as they patted away. Hudson stood back at his creation and said "*Wow!*", and looked at his sensory ball to see there was no more paint on it and said, "*All done!*". Allowing the children to come and go and paint freely as they wished, gave the children a sense of agency and accomplishment as they were able to stand back and see their combined artwork. It will be exciting to see the paper wrapped onto their own journals to show parents at the end of term.



# The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie





# The Nest (1R)

## Photo Gallery





# Fledglings (1E)

By Tafiána Botrel, Jane Teh, and Nadia Breus

## Getting to know our peers

This term it became evident how the children enjoy being a part of a group, in this case, the Fledglings group. Connections have been made throughout the year and we can already see some friendships blossoming between the children.

To encourage these friendships, we have been promoting a lot of group experiences in our daily activities. We also have been planning activities that combine other interests that emerged in the group at the same time. For example, this week we focused on getting to know our peers better, learning their favourite food, animals, colours etc. However, we also added a little maths challenge to the equation, as we invited the children to create different graphs to display their favourite things. This interest in numbers has been expressed every morning when we count how many children are in the Fledglings.

At group time, we all sat together in the circle to participate in this activity. The

teachers read stories to support the theme of the graph, such as “The very hungry caterpillar” for fruit reference and “If you are happy and you know it” for Australian animals reference. After reading the books, the children were then invited to choose the pictures of their favourite thing and stick on the graph. In the end, we all counted together to discover which one had more votes. Throughout the day, the teachers observed the children stopping in front of the graphs displayed on the wall and spontaneously counting the items or talking about the pictures they chose.

Considering how much meaning these activities brought to our group, we will be promoting more experiences like these in the future weeks, where children will have the opportunity to share their knowledge with their peers and teachers.

Outcome 4: Children are confident and involved learners. Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. EYLF, 2009.



# Stage 2

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

## Reconciliation week continued....

*National Reconciliation Week is a time for all Australians to further learn about our Australian history, the depth of our First Nations cultures and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia with Aboriginal/Indigenous people and communities.*

Over the past two weeks, the children in the Tree Frog class were introduced to various stories including “Who saw turtle?”, and “Bush tracks” by Ros Moriarty where we looked at the different animals which are unique and native to our country, Australia, and which play an important part of the Dreamtime stories. These stories are crucial to the Indigenous culture as they tell stories about the people, the land and the native animals through colourful images.

As we continue to explore this term's Provocation 'The wonderful world of all creatures great and small' the children were given the opportunity to further explore the animals found in the texts, discovering the animals was an exciting part of our group times as the children named some of the native animals during the readings. Inspired by these texts and the ongoing celebration of Reconciliation Week, the children were invited to recreate their own Native Australian Animal artworks using two different techniques, both art pieces using the colours of the Aboriginal/Indigenous flag (Black, Yellow and Red).

With the use of animal images portrayed in Dreamtime stories, including a kangaroo, a crocodile, a snake and a turtle, the children were invited to choose which animal they would like to

paint using their fingers, creating patterns and their own unique style.

In the second art piece, we used native animal stencils. Once again, the children had the choice to pick an animal and using foam brushes, they painted these by dabbing the colours on.

We cannot wait to continue to explore more animals .... Stay tuned!

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

- Children respond to diversity with respect

EYLF OUTCOME 4: Children are confident and involved learners

- Children transfer and adapt what they have learned from one context to another
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

EYLF OUTCOME 5: Children are effective communicators

- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media



# Stage 2

## Photo Gallery





# Stage 2 Photo Gallery





# Stage 3

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

In 3E this term we have been talking all about people and places in our community that are important to us. The children have been talking and building their homes in the classroom using large blocks, small colourful blocks and natural materials such as wood, nuts sticks and leaves.

Throughout this week the children's families were asked to send in a photograph of the children's house or their favourite place in the household. The feeling of home is an essential thing for children, as it allows them to feel a sense of belonging and feel comfortable and at ease. The feeling of belonging is so important to children and children who feel that they belong are happier, more relaxed, and confident.

We then decided to create some artwork of our homes for our display in the classroom. The children were invited up to the atelier to draw their home with the photograph that had been sent in from home either as a guide or to help them to get creative. In the second phase of this process the children were given a large selection of water colours that they could use to add some colour to their artwork.

As a group we all sat down together to discuss what the children love most about their homes:

- Jude: I just love being in my house.
- Sabine: I love my toys in my home I did a jigsaw last night.
- Tatum: I love going in my room and Aston's room to play.
- Arwen: I am so lucky I get to go in my swimming pool.
- Presley: I love our kitchen when we cook together.
- William: I like my gardens daddy waters them.

- Skye: I am so lucky I have a playroom.
- Aiya: I love going in my garden when we are planting plants.
- Max: I have so many books in my room.
- Eva: My favourite place in the kitchen when I get to cook with daddy.

We will continue to talk about wonderful places and people in our community and look forward to seeing what we get to learn together.





# Stage 3

## Photo Gallery



# Stage 4

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

Our 'Bush Connection Program' fosters each child's interest in science and nature. Our Stage Four children are naturally curious about the world around them. Each week our 'Bush Connection Program' provides an unhurried time to explore and discover in our natural parkland, right on our doorstep.

Three weeks ago, the children uncovered a bee that had finished its life cycle (deceased). We first checked if it had a stinger, no, we discussed what we should do with the bee?

Remy: Bury it, dead things get put in the ground.

Margaux: Take it to school for our nature table.

Elia: Take it back to school to show the other children.

Myer: I think it should stay in the bush because it belongs there, even if its dead.

It was decided that we would carefully place it in one of our paper cups and we transported it back to school for further examination. The following week we celebrated 'Bee Appreciation Day' and took it in turns to observe the Bee. We then set up a digital microscope as we wanted to observe the bee's body closer. During our group's Term One reflection, the children informed me that they wanted to use computers and technology so this was a perfect opportunity to use our newest gadget, a digital microscope.





# Stage 4

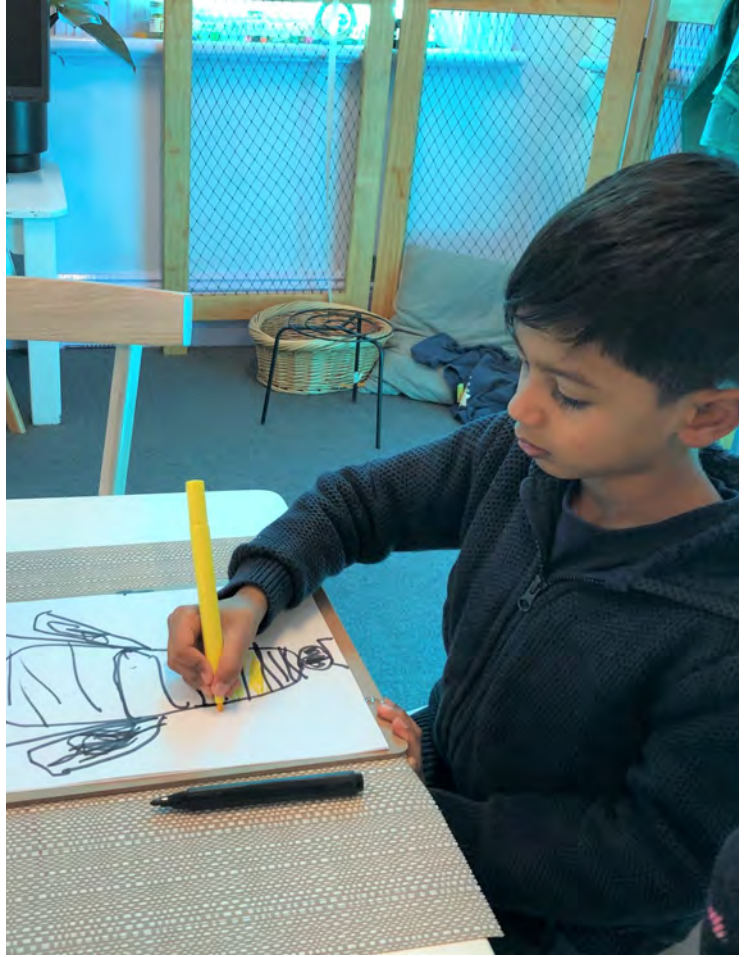
## Photo Gallery





# Stage 4

## Photo Gallery





# Dance & Drama

By Laura Hudson

This week in Drama the children realised that theatre involves teamwork, and everyone has a role with something important to contribute.

To begin the lesson, we started with a warmup game called Huggie Bear: everyone walked slowly around the room and when I called out a number everyone had to group together into "hugging clumps" of that number. They repeated this several times with different numbers and I even added in some shapes for Stage 4 to create. They created the Opera House, knives and forks and a working elevator!

Next, we discussed being an ensemble. I asked the children if they had ever watched or been part of a sports team. We discussed how all the players have to work together to play a game. This then led into talking about how we also have to work as a team in theatre. This is called a cast or an ensemble. All the parts are important, and everyone has a job to do.

In Stage 3 and 4 we played a focus exercise - ABC Shapes. Capital letters were written on a sheet of paper. I quietly showed a group of three students a letter they should form using their bodies. I instructed them to work together to make the letter. The rest of the group then tried to guess what letter they had formed. Well done Stage 3 and 4 on working together.

Everyone loved the final two parts of the lesson. We created a machine! We began with one student making a continuous noise and a simple repeatable gesture. One by one, each child joined in with their own noise and movement, until everyone was working together to create a continuous machine. In Stage 2 we did this in groups.

After a few minutes, I stopped them and asked what kind of machine they had created and what they imagined their part to be. They repeated this with a different leader and were reminded to use a different noise and movement than the previous time.

The final part of the lesson was all about Imagination: Wax Museum. Here everyone spread out around the room and froze like statues in a museum. The children were encouraged to creatively come up with different animals or characters. For the first round, I was the security guard, walking around the room, inspecting all the statues. The goal of the game was for a child to tap me on the back without my seeing them move. If I caught a child moving, they had to sit down until the next round. If a child succeeded in tagging me or if there was only one child left standing, they switched out and that child became the next security guard.

In the Nest and the Fledglings the children were intrigued to see what was in the box I brought in. I wound it up and then a bear popped out! I was very surprised and asked the children to show me their surprised faces. They loved the box, and we had a few giggles too! Next, I heard something at the other side of the room and wondered what it was. We tiptoed to where the noise was coming from and found a sleepy dragon. We woke the dragon up and flew with him around the room. Well done everyone – excellent Drama this week!



# Music

By Nick Summerfeld

Stage 3 and 4 this week started the lesson off with 'Around The Circle' – with the winner in Stage 4 receiving a golden nugget because it's almost impossible to catch some kids out now. Even throwing in doubles, reverses and back to single claps wasn't enough!

'Around the Circle' is great for Visual Motor Integration – having to watch and wait for the person next to them to clap proves quite tricky!

Once we were focused, and ready for the lesson, we picked up our maracas and shoot along to our scales of animal sounds. We were tigers, monkeys, kangaroos (*even though we just hopped and didn't make a sound*), birds and elephants; all incorporating our various scales that we've learnt from staccato; to ascending; to lip trills.

With our maracas in hand, we had a quick sing through our 'ABC's at an increasing tempo while adding in freezes. It's hilarious to see some of the dance moves which are inspired at the music gets faster and faster!

Stage 3 handed back their maracas and had a sing through 'The Music Man', focusing on trying to stomp and clap in unison to the beat before playing their imaginary instrument.

Stage 4 continued learning the second verse of 'Colours of the Wind';

*The rainstorm and the river are my brothers*

*The heron and the otter are my friends*

*And we are all connected to each other*

*In a hoop, in a circle, that never ends*

Continuing on from some our letters last week, we quickly used the Piano Play mat to find a musical letter – this week Stage 4 had to find their letter without seeing a flash card.

After taking turns at stomping on the letters, we sat in a circle with our xylophones. Stage 3 did some colour association and the notes – 'Red C', 'Orange D', 'Pink A', while Stage 4 had to find each note without the colour.

We then took it in turns to play up the C major scale being sure to make each hit of the mallet is controlled – in Stage 4 we went one further and incorporated dynamics by hitting 'loud – soft – loud – soft'.

In Stage 2 we opened the lesson with the silent game, challenging their listening and motor control to perform various tasks as silent as possible. The children are asked to hold a maraca above their head; creep across the wooden floor; clap their hands together and give their friends a high five.

The Fledglings started the lesson with a dance party with maracas and coloured fabrics to get us moving and shaking to the song 'Happy'. We shook our maracas

above our head, away from our bodies and tried to move our hips and stomp our feet to the beat. While we were up and moving we sang through our 'Good Morning Song', and our Fledglings sang through their 'ABC's with our added freeze.

Once we were through our warm up, we sat on the floor and shook through simple beats with our rhythm animals. Stage 2 have added 'BUMBLE BEE', while The Fledglings continued working on 'CAT', 'DOG' and 'SPI-DER'. We used our maracas to shake out of various beats a rhythms before standing up and layering this with stomping to help build on our coordination. The Fledglings used castanets to keep working on our fine motor movement with our rhythm animals. Now we were all standing, we marched around the room with our maracas to 'Ants Go Marching' adding in our various rhythm animals and running while shaking on the spot as fast as we could. Stage 2 then had a dance to 'Happy' using the streamers and maracas, shaking and twirling above, away and below our bodies.

To bring the lesson down, we worked on our single note scales on 'MA' with our counting; and Stage 2 revisited a 5 note ascending scale. The Fledglings ended the lesson with some free play on the drums to the 'Gummibear' song. Stage 2 worked on separating into two separate groups for 'The Crane Dance' – dancers and instrumentalists. Our dancers stood on their spots around the percussion circle and performed what we've been learning the last few weeks.

In The Nest we opened the lesson with our 'Good Morning Song' clapping our hands and bopping along, before moving into 'Open Shut Them' to help build our fine motor movement and coordination. Once we were settled into the lesson, each of the children came and collected their maraca for 'The Sunflower Song'. When handing out instruments, I always encourage the toddlers to come and collect and pack away themselves to help build their confidence.

Once we had pretended to be growing flowers and danced as sunflowers and our 'ABC's, we had an impromptu dance party! Hudson hit 'play' on my portable speaker and started playing Paloma Faith's dance song 'Monster' and all the children started moving to the beat – it was so cute! Max even stood up and danced like he was surfing. Now we were all up and moving we marched around the room to 'Ants Go Marching', for some of our younger babies, we encouraged them to walk with the assistance of teachers. To settle us back down, we picked up our castanets and continued working on fine motor with clicking to the beat of 'Twinkle Twinkle'.

To end the lesson, we had some free play time with the drums and wood sticks to the song 'Happy'. The drums are always a favourite with the kids as they not only freely express their interpretation of the beat; but find random objects around the room to hit against the batter head.



# Music

By Nick Summerfeld





# SPORT

By Bella Kable

This week in Physical Education the students have been focusing on improving their hand – eye coordination with a range of games and activities that focused on passing, catching and aiming. At first we warmed up with bean bags, which both Stage 3 and 4 absolutely love. The aim of the warm up game was to complete as many passes as possible with your partner and then move to a greater distance. The students began passing to each other from close distance of one metre and progressed to two metres and then three metres. Some of the students even stood five metres apart, which was very impressive!

We then moved on to hoop rolling and hopscotch. The hoop rolling was a great activity where students practiced their aim and accuracy with rolling. Each student was given a hoop and attempted to know down several obstacles in the hall. The students really enjoyed having targets to hit! We then continued practicing our hopscotch

technique. After a few attempts I would ask the students to close their eyes so that I could change the order of the hopscotch to challenge them. This became a fun little game and I am so impressed at the hopping skills of Stage 3. Hopping is a higher level skill and they are proving how great they are at it!

Next week we will continue to practice our throwing and catching and will move on to using tennis balls. This will allow us to begin practising our bouncing and catching skills. Thank you for another great week Stage 3 and 4, and don't forget to practice your hopscotch skills at home!





# Happy Birthday



## **Reddam Early Learning**

would like to wish a very happy birthday to

**William Chambers, Marlow Keatinge, Max Moffat-Murphy &  
Jack Harries**

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

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

