



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER

Dee's Message

25 JUNE 2021

Dear Parents and Caregivers,

As we come to the end of another term, there is much that we can look back on here in the ELS with a considerable sense of satisfaction. However, any evaluation of success in an early learning environment has one very important metric – the happiness of the children.

A wise person once said that “It is not about smart children, it is about happy children who have the confidence and courage to learn and pursue things close to their heart.” We really hope that this is true for the children in the ELS – that each day is an adventure to be lived, surrounded by their friends and encouraged by their teachers. An environment which encourages open-ended discovery is undoubtedly the best type of school, and we hope that the children have thoroughly enjoyed their experiences this past term.

One of the most enjoyable moments in any day for the children is when they are able to listen to stories. We can probably all think back on moments in our childhood when a special

person in our life read us a story, and now as teachers and parents we get to enjoy the wide-eyed wonder of escaping to wonderful places with the children.

Storytelling has been part of humankind's history from the earliest days. Long before the written word, oral traditions must have transported young children to magical places just as they do today. Here in Australia, we have become all the more aware of the storytelling traditions of Aboriginal and Torres Strait Islanders, and this past term our teachers have woven some of these stories into their lessons, much to the enjoyment of the children. Reconciliation Week, held earlier this month, was the perfect opportunity to delve into the creativity and wisdom of these stories and we hope that as the children grow older, they will continue to embrace the rich diversity of the world in which they live.

Dee's Message

As we reach the end of the term, it is important to acknowledge those who have contributed so much to the success of the past nine weeks. I am grateful for the kind, caring and gentle touch of the teachers in the lives of the children. They have provided a nurturing space in which the children have flourished and in which their smiles and laughter have revealed their happiness. I thank all of our teachers for their input and dedication this past term.

My thanks too to the admin and support staff, who have ensured that the school always looks immaculate and that all the systems run smoothly – no easy task when the spaces are filled with very young children! Their friendly smiles and dedicated hard work have made life for the teachers, parents and children immeasurably smoother and they deserve all our appreciation.

I am also appreciative of the continued

positive interactions which took place between parents and teachers. We know only too well what a wrench it can sometimes be to leave your precious child with someone else, and we take the privilege you have given us seriously. We thank you for your support towards the school as a whole and also for the support you have shown your own child and his or her teacher. This close cooperation makes an enormous difference, all for the benefit of the children.

Finally, the teachers and I are grateful for the very special little people who fill the school each day. It is their smiles, laughter and positive energy which make our lives so fulfilling as teachers and we look forward to continuing this journey with them in the coming months.
Have a wonderful break!

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

This week in the Nest was all about cooking and baking healthy treats!

Stewed Apples

We had a surplus of apples in our Nest kitchen so we decided to make some delicious stewed apples with the children.

The children were all eager to gather around and help their educators cut the apples with an apple dicer. This required some focus and strength in their little hands as teacher Helena said "Push!". They all took turns to smell the cinnamon and add the brown sugar. Next, we put all the cut apples into the pot and cooked it for our desert after lunch. All the children gobbled it up, as it was delicious! This experience opened up an opportunity for us to talk about eating healthy food. It's never too early to start educating our little ones on such things!

Making Orange Juice

As the weather gets colder and the ills and chills start to go around, we decided to boost our vitamin C levels by creating our very own Organic Orange Juice! Teacher Kiri bought along some oranges from her tree at home for us to take a look at and turn to juice. The children all sat around and teacher Helena passed around an orange so they could touch, feel and smell. They were all were fascinated as they watched teacher Helena cutting the oranges open. "Look what's inside," she said. She then asked them to take turns to squeeze the juice over the handheld juicer. "Juice!" Eugene exclaimed with excitement. The best part was getting to pour it into little glasses as each child took a sip. It was so sweet and juicy. Yum!

Painting with the orange peels.

Teacher Min decided to recycle the orange peels to create a painting craft experience for the children. Using the half skin of the orange the children dipped it in paint and pressed onto the paper to reveal a colourful pattern. They really loved to move the orange around and see the prints that they could make onto the paper. Using the oranges in these two very different learning experiences demonstrates resourcefulness and creativity.



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie



Fledglings (1E)

By Tatiana Botrel, Jane Teh, and Nadia Breus

“Literacy is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, story telling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing. Contemporary texts include electronic and print based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy”. EYLF, 2009

In the last week of Term Two, we started to focus our activities on literacy and numeracy as this became a strong interest in our group. Reading stories, drawing, learning patterns, solving problems and communicating with peers are some of the skills we will be encouraging from now on.

Considering this new interest that emerged in our group, the children were invited to explore a sand tray, using their fingers to try and draw letters, numbers, shapes and aboriginal symbols. But their best fun was to explore the rough texture on their hands, pushing the tiny grains up and down the tray.

In the Atelier the children used different colours of paints to make new placemats. Placemats are used to encourage children's independence during mealtimes. The children have also been encouraged to use cups rather than drink bottles. This was a reason for great excitement in our class, and we loved watching their proud faces being trusted with a cup!

As we get to the end of yet another great school term, we are looking forward to new experiences that Term Three will bring to the Fledglings.



Fledglings (1E)

By Tatiana Botrel, Jane Teh, and Nadia Breus



Stage 2

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

The Provocation “The wonderful world of all creatures great and small” has awakened lots of curiosity within the children. Over the past two weeks, the children were introduced to the crocodile skull and a snakeskin. These items are actual real finds kindly brought into school by Daniella and collected from her travels around Australia. Both were used as an extension of our interest in Australian Natives and safari/wild animals which the children eagerly played with in the Atelier’s small world area.

At group time, the children were given the opportunity to further inspect each of these items closely by looking only with their eyes. In order to further the children’s imaginations and share each other’s ideas, the question “Who do you think the skull belongs to?” was posed. Some of the children looked at the skull cautiously but with wonder and instantly answered, “A dinosaur!”, whilst the other children said “Crocodile” when they noticed the sharp teeth. The snakeskin, on the other hand, made the children make funny faces, with some even saying “Yucky” when looking at it closely.

Having looked at these items during group time over the past two weeks, another interest was sparked. There were many discussions with the children about what the skull felt like and what they thought it was made of. Using this as a starting point, we invited the children to use their hands to feel their own foreheads and feel their “skulls”. It did not only end on our heads but we also felt our arms and our legs, discovering that we all have bones under our skin and they feel just like the crocodile skull – we also learnt a new word “fossil” after establishing that the skull came from a crocodile which lived in the Australian bush a long, long time ago and is no longer there.

We continued this new interest in bones (fossils) and allowed the children to become explorers and make their very own fossils out of their favourite safari animals. For this project, the children worked collaboratively to make salt dough, assisting their teachers

in the pouring, measuring and stirring of the dough before manipulating the dough themselves. Each child was first given the task to make the dough into a ball using both hands then flattening it. The children were given the opportunity to choose which safari animal they would like to make a fossil out of, by pressing it onto the dough, creating a print once the animal was lifted. The children had great fun making these with the Tree Frog children.

We would like to end yet another term by saying how proud we are of how far the children have come within their social and emotional development. Their interactions with one another and the collaborative play has become more extensive. We cannot wait to see what Term Three has in store for us!



Stage 2 Photo Gallery



Stage 3

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

As we neared the end of Term 2, we revisited self-portraits. We took another look at our skills – pencil grip, interpreting shapes and self-reflection. We focused on how the children take time to study their eyes, nose, mouth and the rest of their face and body, and to work out how it all fits together – perfect for teaching children how to draw basic body shapes.

Creating a self-portrait allows the maximum amount of artistic freedom. The children can create it anyway that they want. The simplicity of a self-portrait means that children can experiment to create their portrait. The children liked the idea of adding colour to their self-portraits, like Picasso, but interestingly, when given the opportunity, some children decided against adding more than what they considered their natural colourings.

Self-portraiture is the most introspective of art forms. By creating a self-portrait, children learn who they are, how they want to present themselves and what's important to them.

Self-portraits allow children to see how they change as they grow. It was a great talking point to address feelings and emotions as the children added their mouths in different shapes. It is also a way for them to see that they are improving their drawing skills as they can recognise more specific shapes and more accurate representations of their images. Using the mirrors helped them to see themselves constantly and using the folding mirror helped maintain their concentration on the task as, when they lifted their heads, they were met with their image again. Over time, drawing self-portraits can also help children tap into their emotions. We can examine why we look different or have different expressions on different days or in different photographs. This Montessori and Reggio Approach to self-portraits have a lot in common. Both are child-led approaches that respect and trust the child. In most Reggio self-portrait activities, the child has used a black marker on paper which in this

case is followed by adding colour.

In revisiting self-portraits, we hope children build self-esteem to think 'This is me; this is who I am. I am unique and special.'

We look forward to building a catalogue of self-portraits in which the children can compare and reflect on their self-image.



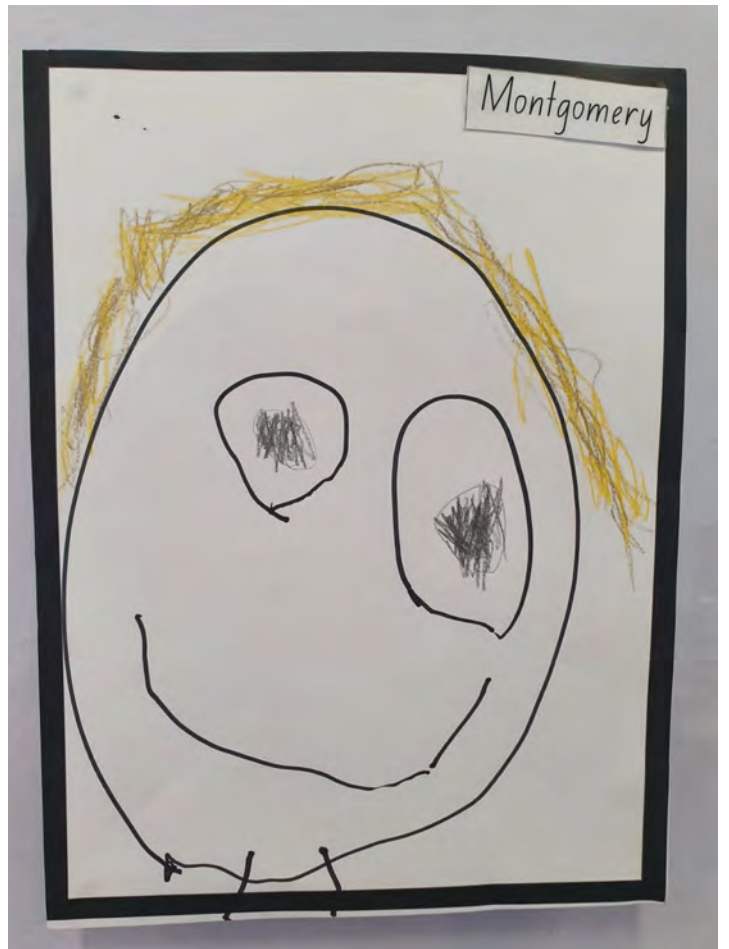
Stage 3

Photo Gallery



Stage 3

Photo Gallery



Stage 4

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

Our favourite books

It is hard to believe that this was the last week of Term 2.

The children in Nina's class truly enjoyed our provocation 'Beautiful Books' this term. This week, all the children brought in one of their favourite books. They proudly introduced their book to their friends, and they explained why they chose that book:

Abigail: 'Ten Timid Ghosts'. I like it because it has ghosts and I read it all the time.

Luca: 'There are bugs everywhere'. I like the pictures. The outside is bumpy with the ladybugs on it. I think that is very nice.

Eloise: 'Little Miss Naughty'. It's because it is funny. She is about to paint Mr. Nosey's nose purple.

Maxi: 'Please Mr. Panda'. The panda says "No" because the animals don't say "Please".

Edison: 'Bluey'. Because I like it. He goes to the beach, and it is nice.

Frankie: 'When Frank was four'. I like it because he has my name.

Benjamin: 'Scoopy Boo'. I love this page.

Chenglin: 'Volcanos'. Because I like volcanoes.

Erinn: 'Goldilocks and the Three Bears'. Because I like that Goldilocks goes into the bears' house.

Jack: 'I'm a hungry dinosaur'. I just like him because he loves cake.

Charlotte: 'Hairy Maclary's Bone'. It has dogs and beautiful pictures.

Lulu: 'The Paper Dolls'. Because it has a little girl in it and she makes nice colours.

Luna: 'Finding Nemo'. I like it because Nemo got trapped and then his dad came to help him.

Sam: '1001 Things to Spot in the Sea'. Because we get to find stuff in it. And it also tells us the continents.

As an extension, the children have been asked to draw a picture of their chosen books.

Storytime is part of our daily routine and we read numerous books to the children throughout the day. There are also scheduled times, such as before and during rest time or before transitions, when the children are asked to 'read' a book by themselves or with a friend.

The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health. Early reading with children also helps them learn to speak, interact, bond with others, and read early themselves. The more reading children do, the more quickly they will develop as readers.

We wish all our families a great holiday filled with many beautiful stories to read.



Stage 4 Photo Gallery



Dance & Drama

By Laura Hudson

This week in Drama we started our new theme, 'Animals'. Stage 3 and 4 were asked "What's your favourite animal?" There were lots of cool answers including giraffes, elephants, and meerkats. In Stage 2, I asked the children in a group "What are some animals that live on the farm/in the jungle/ in the ice and snow/ in the desert?" Stage 2 sure do know their animals!

After discussing some animals, we played a game where we became different animals to warm up our bodies. We are starting to work on using different parts of our bodies to create specific characters. This game encouraged the children to become aware of what body parts we could use to create different animals. First, we started as bears sleeping in a cave. When the bears woke up, they were itchy all over. We then became a caterpillar in a cocoon and grew up into a butterfly, using growing and shrinking to emphasise size. We then used our arms as trunks of an elephant. When we breathed in our trunks went up, and when we breathed out our trunks went down. We became lots of other things like penguins waddling, donkeys kicking their back legs, monkeys swinging through the trees, snakes slithering on the ground, dolphins splashing through the water, and pigs rolling around in the mud.

After warming up our bodies, we went on an interactive adventure to the beach. I told the children that I would tell them a story and I wanted them to act it out. I told them that I wanted to see miming unless I asked them to make a sound. I used prompt questions throughout the story, so the children understood what I wanted them to show me. We started by walking on the sand. I told the children that the sand was very hot. (What would it look like to walk on hot sand?) Then, we went to the water to cool off. (What would your face look like when you cool down your feet?) Next, we went swimming in the water. We jumped over the waves for fun (show me your faces) and found a dolphin to swim with (What sound does the dolphin make?). After

swimming, we decided to sun bake. (The sun is very hot, what should we use to protect us?) We could hear the waves in the background. (What do the waves sound like?) We were a little bit bored and decided to make a sandcastle. (Should we decorate it? Is it big or small?) While we were building, a puppy dog came to play with us. Some of the children from Stage 3 decided to be the puppy dog and the others threw them balls to chase. The puppy gave us cuddles and kisses (What did they feel like? Is it a friendly dog? Big or small?). The puppy's owner then called the puppy back and we decided to go home. Well done to Jeffery, Andes and Quinton from Stage 4, on bringing great characterisation to our interactive adventure.

At the end of the lesson, Stage 2 had a visit from the rabbit puppet. Stage 3 and 4 were asked some of the prompt questions from the interactive adventure and answered in their own way. For example, I asked, "Was your sandcastle big or small?" Or "How did you feel at the beach?" And they gave me their answers. This is a simplified version of the hot-seat, which we will continue to build on throughout the year.

In the Nest and the Fledglings this week we began by shaking our sillies out with the parachute. The children tried to shake, wiggle and jump to the song. I also got my magical train whistle out and we hopped on the train to see where it would take us. We went to the lake do some fishing. Sienna, in the Fledglings, loved using the ribbons as a fishing rod. We finished by having a visit from the rabbit, who also loves to jump on children's heads! Special mention to Stanley and Frankie this week.

Music

By Nick Summerfeld

This week in Stage 3 and 4 we opened our lesson with an expression circle on happiness. With Stage 3, we covered things that makes us happy like hugs from mum and dad, toys or ice cream. In Stage 4 I asked the children to think beyond those things for what else makes them happy, with results like exercise; making siblings smile; climbing trees; their teacher and helping people.

Once we were around the circle, we began our warm-up scales on 'BA', 'LA', staccatos on 'MA' and a new exercise where we help a single note for 5 seconds. Holding notes is much like an isometric exercise. Take a plank for example, where the position is static. Singing a 'static' note helps train the intrinsic muscles within the larynx, which can result in greater strength, efficiency and stamina.

After our warm-ups we sang our 'Good Morning Song' and went into our numbers with our maracas. Stage 4 went through the entire sequence while shaking along and Stage 3 continued working on '4' and '3', which is getting down to the harder end of this exercise as the children naturally want to keep counting down to 1.

When we were quickly through our numbers, Stage 4 sang through 'Colours of the Wind', for which we now have both verses and the chorus learnt. We began working on the slight alteration of lyrics in the last chorus:

*Have you ever heard the wolf cry to the blue corn moon
For whether we are white or coloured skin
We need to sing with all the voices of the mountain
Can you paint with all the colours of the wind*

Some children are tripping over some of the words, but I'm so impressed we got this in one term because it's a very lyrical song for them!

Stage 3 we had a quick sing through 'The Sunflower Song' with a farmer who moved around the class to water their garden, followed by 'The Music Man' with actions, encouraging exaggerated movements.

Last week we began looking at 'Square Dancing', which originated in England in the 17th century. We continued to learn the partnered dance, introducing the 'Dosey Doe', and in Stage 3 I altered the dance so it's a solo movement. Dancing is great for coordination and movement and helps the children build on their sense of timing; but the tempo is quite fast and the song brings a lot of energy which the children absolutely love. In Stage 4 we also tried to squeeze in 'The Crane Dance' if we had time before the end of class.

In The Fledglings we started the lesson with 'Head, Shoulders, Knees and Toes' to switch on our listening ears. Raffy in The Fledglings was LOVING Music, so much so he was sweating he was running around and laughing so much.

Both Stage 2 and our Fledglings sang through the 'Good Morning Song' four times – each time encouraging a bigger movement and key changes. First, we clapped along; then we slapped our knees; then stood up and stomped; and finally jumped along. Continuing with our movement and coordination we had a quick sing through 'Open Shut them'.

Picking up our maracas, we revisited our rhythm animals of 'DOG', 'CAT' and 'SPI-DER' for a simple shaking and stomp-layered exercise before moving into 'Incy Wincy Spider'. We first sang our way around the room before testing their listening and response time by adding in freezes. Our first freeze is at the end, but second time around there are various freezes through the song.

With our maracas in hand, we took a trip to the zoo to see the monkeys, elephants, giraffes, seals (my favourite) and rhinos. We embodied each animal to encourage a different movement from jumping, stretching, rolling and swinging.

Once we were done with our maracas, we all sat down to sing our simple scales on 'MA' with counting; Stage 2 also continued with their ascending scale over 5 notes. With our voices properly warmed up, we sang through 'The Music Man' – and much like Stage 3 I encouraged the children with over-the-top instrumental acting.

To continue working on finding the beat, we picked up our castanets and clicked along to a song. The Fledglings did 'Twinkle Twinkle' to help bring their energy back down, and Stage 2 clicked along to 'I'm A Gummi Bear' – which is exactly what you think. A gummi bear singing about being a gummi bear. With a catchy beat and ridiculous voice effect, the kids love it. The Fledglings had to simply click along to the beat, while in Stage 2 I also added 'STOPS' into the exercise.

If we had time in Stage 2, we had a quick game of 'The Floor is Lava' before singing our last 'Goodbye Song' of the term.

In The Nest I sang 'Here Comes The Sun' to them as they all settled and made their way to the mat. Once we were settled, we sang through the 'Good Morning Song' once, and then a second time encouraging the children to clap along with the music. Continuing with a staple in coordination and movement, we sang through 'Open Shut Them'.

Picking up our maracas, we had a sing and dance through 'BINGO' which slowly gets faster and faster which the children always enjoy; and Max loves to dance, he will always be bopping or dancing to any music that is played or put on. While holding our maracas we sang and danced to 'The Sunflower Song' which tests their listening and patience until they hear 'grow'. It's lovely to see Rochelle smiling, dancing and so confident in music now!

Once we were done with the piano, we went to the zoo too! We acted out our various animals; this is still slightly a performance for the kids where the teachers are running around looking wild, but it's hilarious and I'm sure (hoping) they love it. After the zoo and working on gross motor movement, we used our castanets to click along with 'Twinkle Twinkle' to build our fine motor movement. It's great to see more children grasp the movement to click the castanet with one hand.

To end the lesson, we had some free play on both the Piano Play Mat and my keyboard which Hudson, Eugene and Max all loved!

SPORT

By Bella Kable

For our final week of Physical Education for the term, we focused on our circus skills and favourite games. This of course meant that we started off with 'Stuck in the Mud' on the days where there was rain. It is just an assumption now that when it is raining we play this game. The students arrive at their lesson and immediately tell me that we have to play – I love the enthusiasm. From 'Stuck in the Mud' we moved on to another invasion game that we practised last week: 'Crazy Crabs.' This game involves students dodging and weaving their way from one side of the Hall to the other while avoiding the 'Crazy Crab'. Once students are caught they also become a crab, and it is great to see them practising their movements from side to side. This game also reminded students about losing and the best way to behave when this happens.

We then moved on to a counting and throwing activity. Students worked together to throw bean bags into hoops set at different distances from them. Every successful attempt resulted in one point to their team. This game

is great, and the students loved individually contributing to a team effort. Stage 3 and 4's underarm and overarm throwing skills have improved so much this term and we will continue to work on this next term.

For the last section of the class, we focused on our circus skills, using hula hoops, bean bags and balancing. Students showed off their hula hoop and dancing skills, which are all miles ahead of mine! This was lots of fun and some students quickly acquired the technique required to hula hoop. After this we completed lots of mini races with bean bags, balancing them on our heads, shoulders, hands, and even on our noses.

Thank you for another splendid term, Stage 3 and 4. I hope everyone has a safe and enjoyable holiday and I look forward to seeing you in Term 3.



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

**Valentine Pitsis, Remy Xu, Sivan Vink, Jeffrey Xie & Finley
MacDonald**

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

We hope you have a fabulous day!

