



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

30 JULY 2021

Dear Parents and Caregivers,

It has certainly been an interesting week in the ELS, with the volume of children's voices significantly reduced from what is normal. While those who attended school in person continued to have a good time, it was evident that their friends at home were having an equally happy week. Despite all of this, we look forward to a time when we can all be together again, as it is so clear just how much the children miss seeing each other, and their teachers, face to face.

Once again, I have to commend our teachers and all parents and caregivers for the adaptability and patience which was shown this past week. Unlike with older age groups in the Primary and High School, who can work relatively independently, we know just how tricky it is to get a hybrid system working in the ELS. For that reason, I am all the more appreciative of the collaboration, patience and constant communication which has taken place this past week. Hopefully it is not too long before we can

welcome back all our special children.

As mentioned in the Holiday Care report last week, the children enjoyed learning more about Indigenous culture, music and art during NAIDOC Week which fell during the holidays. This year, the theme for the week (and for the year) is 'Heal Country!' While this focus is very much on the healing of relationships and on reconciliation between the various peoples of our country, it is particularly pertinent at this time of the pandemic.

Just as a virus needs to be dealt with, so too do the divisions which seem to spread not only across our own country but across the world. Suspicion and distrust of 'the other' often leads to misunderstandings and conflict. For that reason, our teachers spend plenty of time speaking with the children about how we should treat each other. They delve into the Aboriginal Dreamtime stories and the wisdom of those who came

Dee's Message

before us here on this great continent. And we celebrate a variety of religious festivals in the ELS, which we hope will help the children to be respectful and understanding of those who hold different beliefs to their own.

Now, while their hearts are still tender for other people, is the ideal time to inculcate values of respect, kindness, gentleness, and understanding in the children. We hope that the following saying is true of the way they choose to live their lives now and in the future: "When you are kind to others, it not only changes you, it changes the world."

Enjoy your weekend!

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

The Nest has been a hub of activity as the children have been happily exploring all the activities and resources set up around the room. It was amazing to watch them and see how they make their own fun games using the resources and their imaginations. Kiri watched Hudson as he picked up a dolls blanket and shook it out, lay it on the floor and lay down to "sleep". He had watched Lyla doing this yesterday and found enjoyment in this process, doing it repeatedly over and over, while staying focussed and in his own imaginary world. The books were a big interest this week, as each child was observed interacting with the books, sitting and turning the pages for themselves or passing them to an educator to read to them. On arrival one morning, Darcy went straight to the spaceship book and Kiri read it through with him. Darcy opened the little flaps as they turned the pages together. "Look there's a rocket ship!" Kiri said. Darcy responded with "Uh" and pointed up to the sky.

Tali bought her very own special book to show us this week. She proudly showed her teachers when she arrived and spent some quiet time reading through the pages with an educator pointing and talking as she went.

Artie loved picking up various books around the room and looking at them. He was interested in the construction book as he sat on Helena's knee and they read through the book together. Little Zoe enjoyed the sound and the lights of a touch-and-feel button book as she reached out to touch the buttons. Lyla got busy sorting out all the books on the bookshelf. She pulled them all off one by one and piled them up, then proceeded to look through them all and place them back with Helena's help. Stanley especially enjoyed playing in the musical instrument basket. His favourite was the drum! His little hands patted away and he smiled, enjoying the sounds he was making. Next week we will continue to read books with our little ones to see what their favourites may be!



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie



Fledglings (1E)

By Tafiána Botrel, Jane Teh, and Nadia Breus

Cheers to the saying, “time flies when you are having fun”! And that’s exactly how we feel in the Fledglings classroom. As the children are growing up, they are becoming more confident in expressing their feelings and sharing their knowledge with each other.

In Term Three we are expecting to see new friendships blossoming, lots of new vocabulary developing and the sense of belonging displayed all around our classroom. In the last few weeks, we have noticed how the children have become more confident in the school environment, happy to walk into the Fledglings classroom and quickly get busy during the self-selective play time.

This week, the children explored the new activity in the light box, where we created a Dinosaur Swamp, as we had seen that this had become a keen interest in our group. They have been “roaring” and “stomping” all day long as they hold the dinosaur toys. We read books that taught us the dinosaurs’ names. We also discussed what dinosaurs like eating.

In the Atelier, the children worked together to stomp their dinosaur toys on the paper, leaving the mark of their footprint. While they were stomping away, we played the sounds of the different dinosaurs to inspire them in this “adventure”. Soon enough, not only the toys were being stomped on the paper, but the children were stomping their feet and using their hands to spread the paints. Please take some time to appreciate this artwork on our documentation wall.

This week we also started to talk about the Olympic Games in Tokyo. The children listened to the meaning of the Olympic rings, and they created their own rings using cups and paints. We took this opportunity to promote a lot of gross motor activities in our classroom, teaching the children how to play volleyball, soccer and basketball. Everyone had fun pretending to play these sports with balloons! We watched the

athletes swimming and we cheered for them, clapping our hands and encouraging them to swim fast!

Term Three is only starting and we are already working in full steam to encourage children’s learning through play-based activities. If you wish to know more about what is planned for this term, you are welcome to have a read of our learning journey wall, displayed in our classroom.

Outcome 1: Children have a strong sense of identity. Children feel safe, secure, and supported. Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. Children develop knowledgeable and confident self-identities. Children learn to interact in relation to others with care, empathy and respect. EYLF, 2009



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

Welcome to Term 3. This term in the Kookaburra class our provocation is titled "When I grow up..." Children are interested in what's happening in the world around them and the Tokyo Olympic games 2020 (in 2021) is a great opportunity to learn about sports and teamwork and what it means to be an athlete. The children were excited to share with the class about what they had seen on the television. Elliot had watched the tennis and Bobby the swimming. We talked about the Olympic flag with the rings that represent the five continents and athletes from across the world. The five Olympic rings' colours are blue, yellow, black, green, and red from left to right and these five colours (alongside white, which is the background colour of the Olympic flag) were specifically picked as at least one of them can be found in the flags of the countries being represented. We discussed how we can cheer the Australian athletes on in the games with, "Aussie Aussie Aussie, Oi Oi Oi" and that we also want to cheer for the countries that are part of our family background and culture. As an art piece we created our own rings using a stamping technique (we used cups for the circle shape). We used digital media to investigate some of the sports we are not as familiar with such as artistic swimming and gymnastics. Using the digital media has meant that we can see the movements of the sports and then we have practised these movements in class. Next week we are going to make medals so that we participate in our own mini-Olympic Day and receive a medal for athletic achievements.

The ABC of yoga. This term we will be introducing the children to familiar animals and basic, simplified yoga poses that promote health and well-being. Each letter of the alphabet is paired with an engaging illustration mimicking the various animals' natural movements. We have started with the letter B for Bianca, and the butterfly pose which was introduced to the children last year in the Fledglings class and a lovely song to go with it.

Fly like a butterfly
Fly like a butterfly
Fly like a butterfly in the sky

Sleep like a butterfly
Sleep like a butterfly
Sleep like a butterfly in the sky.

Stretch like a butterfly
Stretch like a butterfly
Stretch like a butterfly in the sky.

EYLF- Outcome 3: Children have strong sense of wellbeing. Children become strong in their social and emotional wellbeing. They seek out and accept new challenges, make new discoveries and celebrate their own and others efforts and achievements. Children take increasing responsibility for their own health and physical wellbeing. They engage in increasingly complex sensory motor and movement patterns.



Stage 2 Photo Gallery



Stage 2

Photo Gallery



Stage 3

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

Observation is a way to connect with children, to discover their connections to others and to their environment. Children who feel cared for, safe, and secure interact with others and engage in their world to learn, they are more likely to gain skills, and to do better as they enter school. For this reason, week one of each term is used to observe and reflect upon the interests of the children in the group, what they have enjoyed learning about and how this can be extended upon.

Last week the children in the perceptual Atelier enjoyed listening to two books that address colours and how they impact on our feelings. 'My Many Coloured Days', by Dr Seuss and 'Colour Monster' By Anna Llenas. 'My Many Coloured Days' is an innovative concept book that introduces children to colours and feelings. It explains that some days are yellow. Some are blue. And on different days, I feel different too. Maybe on some days you feel sort of brown like a bear: you feel slow and low. But then comes a yellow day and, whhhhheeee!, you feel like a busy buzzy bee! Next, they listened to the 'Colour Monster' by Anna Llenas. "This sensitive book encourages children to open up and discuss how they feel, even when their thoughts are confusing."

We teach children to identify colours, numbers, shapes, and letters, but what about their feelings? Taking this to the atelier, the children used a wide range of mediums to create a picture with their colours expressing how these colours make them feel.

"It's purple, it makes me feel happy. I'm doing a purple flower." Lyla

"A blue circle, blue makes me feel sad. The green circle makes me feel happy. The red circle makes me feel angry." Hector

"It's purple, it makes me feel happy. Pink makes me feel hungry." Daliya

"It's a purple page. It makes me feel happy. The pink makes me sad. The yellow is mad." Nina

"The pink is a happy face." James

"It's a gold circle, it makes me feel hungry. The red circle makes me angry the purple makes me sad. Green is my happy colour." Louis

Adding a touch of science to the lesson, the children gathered as we explored what happens when we mix two primary colours together! Colour mixing is always one of my favourite units to teach. Learning colours is a huge aspect of the pre-school curriculum and there are so many great books and resources on it. You can talk about colours just about anywhere you are! The idea of mixing two colours to form a new colour is somewhat of a complex concept for pre-schoolers. While it may be easier to understand that red and white make pink,

it's just not as easy to remember that blue and red make purple. Whenever I share colour mixing with children, I try to make the process of learning one that is memorable. If we engage their senses in the process, then it becomes an even greater tool. To begin with, we spoke about primary colours and how they mix to make our secondary colours. To begin this process, the children were invited to use droppers with each of the primary colours and combine them with another to make a new colour. Not only were they using their fine motor skills to draw the coloured water into the dropper and then release it into the clear water, but they were using their investigative minds to see what they might accomplish.

As the children have been engrossed with colour mixing experience and given how thoroughly they enjoyed our exploding volcano experiment at the end of last term, it felt the natural progression for our learning experience and provocation for Term Three should be focused on science. Science, directly and indirectly, influences all aspects of everyday life; from the food we eat to the way we get around, science is everywhere. Once you begin to see all the opportunities to learn, the relationship between science and critical-thinking skills become apparent. Beginning when children are very young, science helps to shape their development. As they learn to ask questions, make predictions, observe, test, and then communicate their findings, they are developing critical science skills.

This week, the children explored another scientific colour mixing experience. The rainbow walking science experiment. We started with seven glasses, with water in the first, third, fifth and seventh glass, about two-thirds full. We then added five drops of yellow food colouring to the first and last glass, red food colouring to the third and blue to the fifth. We then connected each glass to the empty one on either side with paper towels. The children were amazed to see just how quickly the water was absorbed into the paper towel, changing its colour instantly. The water moves up the paper towels through a process called capillary action. The paper towel is made from fibres and the water is able to travel through the gaps in the fibres. The gaps in the paper towel act like capillary tubes and pull the water upward. This is what helps water climb from a plant's roots to the leaves at the top of the plant or tree. As the paper towels absorbed more and more water the water had nowhere to fall but into the empty glass, with red and yellow, for example, mixing to become orange. The children watched, amazed, as yet again they saw what happens when two primary colours mix!

Stage 3

Photo Gallery



Stage 3

Photo Gallery



Stage 3 Photo Gallery



Stage 4

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

Oceans, Rivers and Creeks

Young children have an inborn sense of the ocean's immensity. Ocean animals, such as whales, dolphins and sharks, fascinate children. We are grateful to live next to breath-taking coastlines, where it is not unusual to see whales breaching and dolphins dancing on our shoreline. Children of this age have a natural appreciation for the ocean's vast size. Due to our close proximity to Sydney's glorious beaches, our children hold a close connection to the ocean and the creatures that live there.

Over the first two terms, our Stage Four children have consistently shown an interest in sea creatures and the beach. They often bring in shells from beach walks, and have commented that the beach is their favourite place to go on the weekends.

We can learn many lessons from the ocean that can relate to our own emotional awareness. We, like the ocean, can be moody sometimes, turbulent, stormy and wild with big waves. Other times it is the most calming place to be, watching the waves slowly roll in and out.

We will encourage the discovery of deeper meanings and the making of connections between ideas and concepts within the context of the ocean. The children will research animals and objects associated with the ocean. We aim to explore the deep cultural connection the Indigenous people have to the sea; the hunting, fishing, and collecting. These activities are deeply rooted in their traditions and customs.

We have assembled a new aquatic tank that will be the home to our new water creature, watch this space.....! We will study this remarkable endangered species and learn about why the creature could be the answer to solving our world. Imagination and creativity will be enhanced through small parts transient instillations.

This will be our starting point. Then the children will guide the exploration deeper. The core elements will contain an Indigenous

prospective, sustainable awareness, a research project and sensory integration through ocean inspired art projects.

The following are the children's comments about the ocean:

- Jaden – Sharks are snappy but interesting.
- Felix- I would like to learn about urchins. I have never been in the deep ocean.
- Hugo – I know about the ocean. You need to respect it.
- Ridley – It has sharks and the ocean is nice and beautiful and quiet.
- Mila – You can swim in the ocean, and there is sharks and crabs and turtles and seaweed.
- Elia – You need to take rubbish out of the ocean and be kind to it.
- Maya – I went to the Great Barrier Reef and Mum saw a shark.
- Clara – There are jellyfish and starfish and also coral.
- Taylor – There are dolphins and whales and red coral. And people swim in the ocean.
- Remy – You can see some fish and sea stars and octopus and sharks and puffer fish.

We look forward to watching the learning unfold.



Stage 4

Photo Gallery



Stage 4

Photo Gallery



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

Sofia German, Gabriel Serra, Harriet Lehman, Olivia Chan, Lyla Ahern, Vincenza Brown & James Cheng

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

We hope you have a fabulous day!

