



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

06 AUGUST 2021

Dear Parents and Caregivers,

We all know how intimidating it can be to stand up in front of an audience. For that reason, I was particularly touched to watch a video recently of a presentation by a seven-year-old, Molly Wright, at a TED conference. Normally one associates TED conferences and talks with the most high-powered speakers – men and women at the top of their fields. However, this short talk by diminutive Queenslander Molly Wright was no less impactful and especially relevant for us here in the ELS.

Produced in association with the Minderoo Foundation's 'Thrive By Five' campaign, Molly spoke confidently about the difference we adults can make in the lives of the children with whom we interact. Whether as parents or as teachers, we hold a privileged space in children's worlds, and it is worth reminding ourselves of just how profoundly our interactions with them can shape their futures.

In the video, which is available [here](#), Molly

reminds us that interactions with the children in our lives should start "early" and take place "often". As parents and teachers, we know only too well how much brain development takes place within the first five years of a child's life. As such, this phase of their growth is critical to lay solid foundations for later development.

Molly makes the point that the five most important contributions we as adults can make towards positive brain development (and happiness!) are "connecting, talking, playing, creating a healthy home environment, and community". Here in the ELS we would endorse these sentiments, as we see the benefits of all five points as they engage the children and allow them to feel safe, affirmed and loved. And as Molly goes on to say, these interactions help children with making friends, taking a test, getting a job one day, and even starting a family of their own.

Dee's Message

A couple of statements really stood out for me in the video, and they are worth repeating, especially as a reminder to all of us adults that no interaction with our children is ever without meaning. She reminds us that, "Kids are hard-wired to seek out meaningful connections. Not receiving them causes confusion and stress." And she goes on to say that, "The positive relationships with the grown-ups in our lives gives kids the confidence we need to try new things, to explore, and... be a kid."

A useful sporting analogy is used in the video, that of "serve and return". We initiate an action, gesture or statement and the child responds (or vice versa). This leads to a

continued back and forward interaction between child and adult, which has far more impact than we might think at the time. Perhaps it is worth ending with a final statement from young Molly: "Imagine if everyone, everywhere, did this. To us – to children – it's so much more than just a game. It's our future."

Have a wonderful weekend!

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

Outdoor Play

As the weather has warmed up a little, we have been enjoying getting out and playing in sunshine! The children have all been so excited to run straight for the slide! There were lots of smiles and laughter as they climbed up one by one to the top and shoot down the slide. Kiri was amazed to see how far the children have come in terms of confidence and gross motor ability. Lyla, Martin, Hudson and Max had no problem speeding up to the top of the slide, wriggling their bodies around and whizzing down. Eugene climbed up to the pirate ship wheel and started to sing "the wheels on the bus"! Phoenix was really eager to get on his feet and start walking. He laughed and babbled as he stood up and took a few steps. The children all just loved roaming around finding things, playing under the trees, on the jungle gym. They are at their happiest when they are outdoors in nature.

Coloured sticks and bottle activity

Teacher Min noticed that the children have been enjoying tipping all the pencils out of the pencil jar and putting them back in. With this in mind, Min set up a table activity with little coloured popsicle sticks, various bottles and pipe cleaners. All the children were so excited about this as they gathered around and started to play with the bottles and sticks. It was a great way to extend their hand-eye coordination and fine motor skills for early writing as they picked up the sticks one by one and put them into the narrow opening of the bottle. The children love to collect the sticks, transfer them from one container to the next, fill them up and pour them out. We will continue this activity and perhaps see what other things we could use in a similar manner.

Baby Doll interest

In response to the children's on-going interest in baby doll role play, the Nest teachers set up some dolls for the children to give them a baby "bath". Each child took a turn to engage in this activity. The children really enjoyed rubbing in the foam soap onto the baby dolls with the face washer. "Rub rub rub" you could hear the children chat away as they moved from one doll to the next. Throughout the time of this dramatic play, the children also learned about washing their hands each morning, so this activity was an extension of this. By taking care of a doll, they learn how to take care of one another. Processing emotions such as empathy and compassion is an important social skill that children learn when playing with dolls. Just like caring for their doll teaches responsibility, it teaches them to empathise with those around them and allows them to grow up into caring people.



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Fledglings (1E)

By Tafiána Botrel, Jane Teh, and Nadia Breus

It was only week three of the new school term and the children made so many new discoveries this week. It was wonderful to witness the children's excitement while participating in the many activities planned for our Fledglings group.

The Fledglings Olympic Games went on full steam this week, as the children practised their best moves playing volleyball and soccer. On the deck, we continued the Games by playing long jumps and running races. In the Atelier, the children used cups and paints to create their own impression of the Olympic Rings.

Continuing our exploration around the dinosaur world, this week we spoke about how the volcanos contributed to the extinction of dinosaurs. The children watched a quick video to have a visual of what a volcano really is, and they were very excited to see the lava erupting from it. We decided to make our own volcano in our classroom, by using bicarbonate of soda and vinegar. Each child had their individual little bowl with the powder and a drop counter with vinegar, to do the experiment as many times as they wanted. They were very excited to see the mixture fizzing up, overloading the bottle, just like lava in the volcanos.

Another topic of interest in our classroom this week was the book written by Eric Carle, *"The Very Busy Spider"*. In this book, different animals invited the spider to do something, but the spider was always too busy to join them as it was working on a new spider web. We explored this book in different ways, focusing on the animal noises, and then on guessing what the animals were inviting the spider to do. Last, we encouraged the children to read the book at group time, using their own words after observing the illustrations on the pages. We took this opportunity to encourage the children to go on a spider hunt on the deck. They were happy to find a little spider web on the tree; however, we didn't spot any spiders... YET!



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

This term in the Tree Frog class, the children have continued to follow up on their interest in all things that go. Throughout the week the children continued to adapt the gross motor climbing equipment to use as part of imaginative play, such as Benjamin from the Monday to Wednesday group who often sings along to "The wheels on the bus" and invites other friends to jump on as he "drives" the bus or Rhys and Gabriel who together use the ramp to race their trucks through the garden.

With this term's Provocation titled "On The move" the children will be given the opportunity to explore different aspects of learning through dance, movement, science experiments, games, and artworks. We started our new learning journey by following up on the children's interest in imaginative play relating to transport by introducing a new song called "The Train" by Gary and Carol Crees. This song takes us on a train journey using only sounds such as those of the wheels and the whistles of a train. This travelling train makes various stops throughout its journey, and it also includes different styles of music such as a marching tune, a soft ballerina tune and a circus tune. Through these stops the children are encouraged to move their bodies using creative movement following only the beats and rhythm of the music, and therefore exploring the concept of moving slow then fast or loud and quiet. We will continue to revisit this song in the upcoming weeks as the children welcomed this new song with great enthusiasm.

Books including "Wheels" by Sally Sutton and "Dazzling cars" have also become favourites of ours over the last couple of days and it was what initiated our learning web at the start of the term, where the question "How do you get to school?" was posed to the group. Inspired by these texts in the things that go and the children's emerging awareness of what they often see driving on the roads, we created our new artworks. As a group, the children were presented with six different modes of transport and with their help we chose the three most common ones including a truck, a car and a fire engine. For this activity, we gave the children the opportunity to create their own journeys, providing them with paint and using these vehicles to make tyre markings on the

page. Some of the children used a stamping technique, splashing their vehicles in the paint then parking them on the paper creating deep colours, whilst others used smaller amounts of paint but rather enjoyed moving their vehicles around, to create lighter markings, making each artwork unique.

Based on the topic of movement, we introduced yet another element to our group times with the social game called "Duck, Duck, Goose". The game consists of a group of players who sit in a circle, facing inward, while another player, who is "it", walks around tapping or pointing to each player in turn, calling each a "duck" until finally calling one a "goose", which designates the chosen player as the chaser. The chaser (goose) then stands and tries to tag the chasee (it), while the chasee tries to return to and sit where the chaser had been sitting before. If the chasee (it) succeeds, the chaser (goose) becomes the chasee and the process begins again. If the chaser (goose) tags the chasee (it), the chaser (goose) may return to their previous spot and the original chasee (it) restarts the process. The feedback from the children has demonstrated that they are really enjoying this new addition, such as Sarah who shared with her teachers that she had introduced her parents to this new game over the weekend. With such a busy start to this term we look forward to seeing where this new learning journey takes us!

Outcome 4: Children are confident and involved learners

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

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

- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes

- 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

From Little Things Big Things Grow

Last term, during our walk to Adelaide Hall for sport, Luca pointed at the mess on the street commenting: "Look Yuliya, it's so much litter here. We have to do something!"

Our focus, so as to follow up from Luca's observations, is to get us all thinking about how we can contribute to the future of our ecosystem by making sustainable choices.

We read 'Michael Recycle' by Ellie Bethel. It is a wonderful book with great facts on how we can help save our planet. Michael Recycle is a young superhero whose power allows him to teach people about recycling. Then we played a 'Sort & Recycle' game with cards representing various waste, recyclable, and compostable items and sorted them into the appropriate bins. At the end, we reviewed which items were correctly sorted, and why each item belongs in each bin.

During Show and Tell time the children talked about their contribution to the environment, showing their photos proudly. Many thanks to our wonderful families for supporting this learning.

Noah talked about raking leaves in his garden and putting them into the green coloured bin. Josiah talked about his farm with a lemon tree, blueberries, water recycling processing plant for wastewater and rainwater tank. Luca talked about the herbs in his garden and a trip to the recycling depot. Austin talked about his family trip to the farm and their water tank. Violet told us about collecting old packaging and recycling them into the yellow bin for the garbage truck to collect. Max talked about his family adventure to the rock pools at Collaroy, where he saw an octopus hunting for a crab. He spoke about using a torch at night-time to see the animals in the water. Max also wanted to know how recycling gets reused and what happens inside the garbage truck. Together we planned to google to find out the

answers to our questions about recycling and reusing. We also decided to make our school even greener by planting seeds.

We watched a short video about the process of recycling https://www.youtube.com/watch?v=l_fUpP-hq3A. We discussed how we can think differently about the rubbish we make every day. The children learned that many food wrappers and packaging cannot be recycled, so they go in the red bin, and then to landfill. This is bad for the environment. Plastic, glass, and metal go in the yellow bin to be recycled, so they can be made into something new and used again. Hooray!

We also read 'The Tin Forest' by Helen Ward. "In the middle of a dark, lonely wasteland filled with old scrap metal lives an old man in his old house. Every night he dreams of a lively forest, full of sunshine, plants, birds, and animals." The children learned that even though this man's community was surrounded by garbage, he made a difference and could change it into a beautiful living thing.

As stated in our Reddam House ELS Philosophy: "We take an active role in promoting and caring for our environment and contributing to a sustainable future through embedding sustainable practices within our school. Our programmes, practices and education underpin a holistic approach to promoting sustainability through rethinking ways we can reduce, reuse and recycle. Collaborating with our children, families, teachers and community, we have the responsibility to make education for sustainable development an active part of our everyday practice. Our natural environments such as recycled garden beds, edible gardens and rainwater tanks invigorate children, families and teachers to work towards a sustainable future."

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

Number Explorations

There has been an interest observed in exploring mathematical concepts through children's play and conversations. This week, the children engaged in a variety of play and learning experiences with a focus on this.

The children worked on a hands-on, cut out and stick activity where they had to fill in the missing numbers between 1 and 20. This activity helped the children to become more familiar with the introduction of double-digit numbers. Ordering numbers is the process of arranging a set of numbers from the lowest value to the highest. This experience helped the children to become more familiar with the numbers between 1 and 20, gaining more confidence in their counting and numeracy skills.

Extending on this interest, we set up a 'number table' in the classroom. We introduced a visual 1 to 20 number grid, accompanied by an empty number grid, presented the same as the visual but without numbers. The children started to join the number table with interest, "What do I do here?" "Can I go next?" The children demonstrated and further developed their number recognition skills, number formation and counting skills.

During group time, we engaged with the math concept of one-to-one correspondence. One-to-one correspondence is the idea that numbers correspond to a specific quantity. When children begin to match, and count objects, they are learning one-to-one correspondence – they are counting sets of matching elements. We used shells to count out the amount of a corresponding number.

There is a continuous interest in construction play in our classroom. Mathematical concepts and spatial thinking are naturally incorporated while the children are building

with construction resources. The children

discuss and experiment with concepts such as size, shape, height, speed, quantity, and balance. They use spatial thinking skills as they consider the area of the space available to build in, the number and type of pieces, and adapting and changing their plans as they create. These are all spatial skills that will help the children when they are older, especially with math and science.

We wish everyone a safe and happy weekend!



Stage 4

Photo Gallery



Stage 4

Photo Gallery



Stage 4

Photo Gallery



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

Cosmo Weinstock-Smit

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

We hope you have a fabulous day!

