



**REDDAM**  
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# REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER

## Dee's Message

20 AUGUST 2021

Dear Parents and Caregivers,

Although high school often receives more attention when it comes to handing out educational accolades, there is no doubt that the foundations for any success at school are laid in the early learning years. Plenty of research has shown just how critical the first five years of schooling are for a child, and how many learning difficulties in later years can be avoided by immersing children in a rich learning environment when they are young.

However, the balancing act is always about maintaining a focus on enjoyment and play, while at the same time stretching the children to extend their boundaries of knowledge and skills. An early learning environment which places too much emphasis on one, to the detriment of the other, is doing the children no favours.

For this reason, our teachers ensure that the days are well-planned, while still allowing plenty of scope for individual exploration

and creativity. The 'Provocations', which lie at the heart of a Reggio Emilia approach to education, are a wonderful way of 'provoking' or sparking an interest in a particular topic, which the children then explore in their own unique ways. Of course, some topics inspire more than others – which is just as it should be. Even we adults have certain topics which grab our attention more than others.

In 2018, the international Organisation for Economic Cooperation and Development (OECD) commissioned a study which culminated in a paper entitled 'The future of education and skills: Education 2030'. One of the points made in the report is that children "need to engage with the natural world, to appreciate its fragility, complexity and value."

# Dee's Message

Our teachers know only too well that one of the greatest teaching tools young children are exposed to is the natural world. And now, as we move towards spring, there is much to notice about changes in the weather and in nature. It is an ideal time for children to engage their senses and to become even more aware of the warm sun on their skin, of the smells of rain on the ground, and of the freshly sprung green in the trees around them.

Although they may be separated from their friends and teachers, and even with lockdowns and restrictions in place, there is still time to delve into the rich diversity of nature. The textbook of nature lies open for exploration, and hopefully also to inspire them to express what they discover through their vivid creativity.

Have a fantastic weekend!

**Dee Pitcairn**  
Principal



# The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

## The wheels on the bus

This week in the Nest was all about wheels! Following on, from our children's huge interest in our yellow bus toy last week, it seemed fitting that we chose the "Wheels on the Bus" for our book of the week.

This is also a favourite song of ours, as the children loved to sing along to the book and song at morning group time. It's so great to see them waving their little hands to the music and jiggling in their seats. This week at the atelier we created some wheel paintings! The children each got a little car to dip in the paint and roll it across and back on the paper. Every child enjoyed this activity as they wheeled their little car across the paper. They were all surprised to see the track marks left behind! We played music in the background to make this a wonderful sensory learning experience.

## Transport play

The children have continued to show interest in pushing around the little yellow bus and other trucks and cars that are amongst our resources. This type of play utilises the big physical movements like reaching, bending, pushing, pulling, as well as balance and co-ordination.

Playing with cars and trucks etc improves child's gross and fine motor skills. Vehicle play also helps them get to grips with important concepts such as go and stop; fast and slow; up and down; left and right, not to mention social skills and awareness of others as they push the toys around the room!

We look forward to seeing what other interests develop amongst our little ones over the coming weeks.



# The Nest (1R)

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# Fledglings (1E)

By Tafiána Botrel, Jane Teh, and Nadia Breus

## What's that noise? – Transport

“Chug, Chug, Chug... what's that sound? It's Fergus Ferry on his round!”. Since last week the children have been enjoying the story time reading the different adventures Fergus Ferry and his friends go around the Harbour. Considering this new excitement in the group, this week the children were invited to create their ferries in the Atelier. They first painted half of a paper plate and next they used different resources to decorate, such as buttons and confetti.

As Fergus goes around the harbour in the story, we also talked a lot about the Harbour Bridge. In fact, the Harbour Bridge interest started when Teacher Jane built a big bridge with the jumbo wooden blocks and called it Harbour Bridge. Some children questioned what the Harbour Bridge was, while others were happy to state that they have driven past the bridge before. We displayed photos of the Harbour Bridge in the Atelier and these photos illustrated the look of the whole bridge, the view from those driving past it and last, an old photo from when the bridge was being built. Observing these photos, the children draw their perception of the Harbour Bridge, using black markers. We spoke about its metal structure formed by a beautiful pattern of lines, and we encouraged the children to recreate the same lines.

Transport was the main interest in our group this week, as the children got to explore the diggers, trucks and tractors while playing on the deck. Helicopters and aeroplanes also have their special place to catch the children's attention, as they are always looking up in the sky when they hear a loud noise coming from up high. The book “Down by the station” was a great resource to work with the children the sounds of the different transport.

## More Spiders!

Just when we thought that the children had spoken enough about spiders, we found a

huge Huntsman spider on the deck. The children were mesmerised, as they observed this arachnid up high on the roof. Callum wanted to know how the spider got so up high and after some suggestions of “flying spiders” and “spider-man climb”, Teddy noticed the waterspout on the side of the deck so we all decided that just like the Incy-Wincy, the huntsman got up on the ceiling by climbing the water spout!

Considering that we had started talking about spiders again, we went down to the big playground to look for big sticks. These sticks are going to be used in a collaborative artwork where the children will weave a web to decorate our classroom.

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. EYLF, 2009.



# Fledglings (1E)

By Tafianna Botrel, Jane Teh, and Nadia Breus



# Stage 2

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

## Discovering what moves...

This week the Tree Frog group became hands-on investigators who explored with shapes. In small groups of five the children were offered various shaped objects including a cylinder, a triangle, a rectangle and a square block to try and find out which of these shapes actually moves whilst on a flat surface.

Taking turns, the children used their hands to give each of these a small push. However, not many of these shapes moved, instead becoming stationary when prompted by the children's attempt.

Through this mini experiment, we discovered that there is one shape in particular that does move, roll, spin, and even bounce which was... drum roll please!... the cylinder shape. When pushed along, this shape took on its own trajectory, moving around the room, which made the children laugh as they tried to catch it on its tracks. With this in mind, we continued to discuss that vehicles have round wheels which is what helps them to move along.

As we continue to extend our learning about the different things around us that are "On the Move", we wanted to allow the children to express their imaginations and further explore their knowledge. We investigated the concept of using shapes through an art collage, where different shapes will be used to recreate their favourite mode of transport using a variety of images from some of the most common vehicles we see around us as inspiration.

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

## Using literacy in our everyday life....

During Terms 1 and 2, the children in Stage 2 were provided with placemats for mealtimes which included both their names and photographs. The placemats have consistently assisted the children to know where to sit during the morning tea routine and have allowed them to find where to place their lunchboxes at lunch time. As of Term 3, we have noticed the children have become increasingly aware of symbols by displaying an emerging interest in assisting their parents by looking for their names when signing in on the written rolls. With this in mind, the children have made placemats which no longer include their photographs setting a new challenge for them.

The addition of the name tags and large alphabet letters over the past weeks have allowed the children to continue to develop their awareness about identification and recognition of what the first letter of their name looks like, therefore making it easier to locate their placemats using just their names and allowing them to become even more independent. The children have shown great enthusiasm throughout this learning activity, which has now become part of our transitions and daily routines.

Outcome 5: Children are effective communicators

Children begin to understand how symbols and pattern systems work.



# Stage 2 Photo Gallery



# Stage 3

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

## Monster Madness

This term the Stage 3R children's provocation is based around creatures. So, what is a creature? This question was posed to the children as they came up with their own mind map of what a creature is. Christina then read them out a definition from the Cambridge Dictionary, which defines a creature as any large or small living thing that can move independently or is used to refer to a life form that is unusual or imaginary.

Over the past couple of weeks, the children have showed an interest in imaginary creatures. This can be seen in the 'Creature Island' small world set up at the front of the classroom. However, it was observed in the playground that the children were playing monster games. Thus, an interest in monsters has taken over our classroom.

This interest in monsters was transferred to the art table where the children got to work on making their very own monsters. The children were able to choose between a variety of materials to create their monster. First, they draw the monster's body and/or head if that is what they wanted their monster to have. Then they could choose from a large array of collage materials to make their monster a real individual. There were googly eyes, feathers, coloured matchsticks, foam shapes, pipe cleaners, confetti, patty pans and much more. Children can develop many skills by making and using collage materials, such as: fine motor skills, creativity, speech and language skills and sensory development.

Once the children were finished creating their monsters, they gave them a name and explained a trait about their monster.

Vasia: My monster is Carlita. Carlita likes walking and he likes eating people.

Lily: My monster's name is Eater. He's friendly and he likes butterflies.

Noa: It's called Googly Eye monster. He likes to roast marshmallows and he likes to draw.

Gabriel: My monster is Beep Beep and it likes to play with cars.

Adam: This is Mummy Monster. She likes to

eat people and has one baby monster.

Ren: It's the Cookie Monster. He eat cookies.

Annabelle: It like to play and eat flowers. It's called Flower.

The children extended their creative knowledge as they got to experiment with clay to make monsters. The children moulded the clay and then added in collage materials to create the features of their monster. Clay is very versatile and there are so many ways children can play and experiment with it. Clay gives them the opportunity to be creative and learn about texture, shape and form whilst having lots of fun.

The children also learned about another monster, one that lives inside each and every one of them. They listened to a short explanation about the 'I Can't Monster' from the Zen Den. The I Can't Monster is a very little but powerful thought that comes into our heads when we are trying to do something, anything! It could be trying something new, trying to sit still, balance on one leg or solve a puzzle. The best way to make the I Can't Monster/thought go away is to think, oh yes I can! But sometimes when we keep finding something tricky we start having hard feelings and the I Can't Monster keeps giving us other thoughts like: I'll never be able to do this, this is a waste of time and I don't like this. The children were then given ways to catch the I Can't Monster before it appears or making it disappear by smiling, squishing it and saying, "Oh yes I can." The more this is said, the stronger you become and the weaker the I Can't Monster becomes. The children learned that this is called positive thinking! After this group time, some of the children spoke about what they heard:

Adam: We sit and breathe.

Vasia: The I Can't Monster when it pops out you can take it out with your hands, put it on the floor and squish it.

Lily: You need to say 'you can do it'.

Gabriel: You just need to practise.

# Stage 3

## Photo Gallery



# Stage 3

## Photo Gallery



# Stage 4

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

## Learning through Science Experiments!

This Week is National Science Week! Young children are naturally inquisitive, full of questions about the world around them and the drive to investigate how things work. It follows, therefore, that we should take advantage of this innate curiosity and start channelling their enthusiasm for scientific discovery as early as possible. For young learners, science is just an extension of their everyday world. We don't have to teach young children how to wonder, discover, and explore through play because they do it naturally.

Science involves a lot of talking and listening to others; it develops patience too, because a lot of the time in science things don't happen overnight. Added to the mix are skills for life such as perseverance, problem-solving and researching. It also helps children to think about what could happen before they do it, to create a hypothesis in their mind. Children begin to learn and understand that not everything works the first time. Some experiments fall in a heap, and we have to problem-solve together to find out what went wrong and try again.

Most recently we explored two very engaging colourful experiments that fascinated the children! To welcome our very exciting week of curiosity, observing and wonder through experiments, we kicked off our Science Week celebrations through the 'Colourful Skittles Experiment'.

### COLOURFUL SKITTLES EXPERIMENT

#### WHAT YOU NEED:

- A plate or container – preferably white
- Skittles, other coated sweets work too
- Water

#### SKITTLES EXPERIMENT INSTRUCTIONS

1. Place your skittles or sweets into a white container, try to alternate the colours.
2. Carefully pour water into the container, if the skittles move, just push them back into place quickly.
3. Observe what happens, we counted how long it took for the colours to spread and meet in the middle. For our class it took 60 seconds!

#### WHY DO THE COLOURS SPREAD?

Skittles are coated in food colouring and sugar.

When you pour water over the skittles the coloured coating dissolves spreading through the water. The colour and sugar dissolve into the water and then diffuse through the water, making it the colour of the skittle.

The second experiment was called **The Rainbow Walking Water Experiment** Place five cups together. Then, follow these instructions:

1. Fill the 1st, 3rd and 5th cup halfway with water.
2. Add five drops of red food colouring to the 1<sup>st</sup> cup.
3. Add five drops of yellow food colouring to the 3<sup>rd</sup> cup
4. Add five drops of blue food colouring to the 5<sup>th</sup> cup.
5. Weave the paper towel in and out of the cups making sure they touch the water.
6. Leave the cups alone for one hour, then return to make your observations.

As the water travels from one cup to the other, the colours mix. This was also a wonderful opportunity to revisit some art fundamentals of primary and secondary colours. The three primary colours are red, yellow and blue. Secondary colours are shades you can make from the three primary colours, like orange and green.

### The Science Behind the Walking Water Experiment

At first, this experiment appears to defy gravity. How does the water get from one cup to the other? With a little bit of magic called capillary action. Essentially, the adhesive force between the paper towel and the water are more powerful than the cohesive force inside the water itself. This results in the paper towel pulling the water up. The water keeps traveling up the paper towel, across the bridge and into the other cup.

Science can spark ideas in children's minds that they, too, may one day be capable of creating solutions to problems. Whether or not children come up with the correct answer to a problem, we as teachers challenge children to "prove it". Questions like, "How do you know that?" help to develop critical thinking skills and help children to analyse their own reasoning. Science shows children how things relate to the real world, it encourages them to solve problems and teaches them how to find answers.

# Stage 4

## Photo Gallery



# Happy Birthday



## **Reddam Early Learning**

would like to wish a very happy birthday to

**Billie Wolfers, Emily Conners, Isabel Green & Freya Liu**

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

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

