



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER

Dee's Message

27 AUGUST 2021

Dear Parents and Caregivers,

It was a week full of books this week, as we joined thousands of other children across Australia to celebrate Book Week. The Children's Book Council of Australia has been running Book Week since 1945, each year with a particular theme which is intended to inspire children to immerse themselves in the wonderful experience of reading.

This year it was the theme of 'Old Worlds, New Worlds, Other Worlds' which fired up the imagination of young readers across the country – and it was no different here in the ELS, where our children relished the opportunity to lose themselves in the magical world of books. From the youngest in the school to those in Stage 4, the children and their teachers had a wonderful time exploring life with a host of fascinating characters and creatures, in beautiful and interesting places.

While the primary purpose of reading will always be for the sheer joy of it, there are so many other benefits too, especially for young children. Number one among these is the opportunity to curl up with someone special as that person animates the words and events in the story. Perhaps you can still remember moments from your own childhood when a parent, grandparent or teacher expressively drew you ever deeper into the magical world of words.

Reading together is a wonderful opportunity to engage with each other, as we discuss the events in the story, or what they mean to a little person. In a life which so often seems to rush from one event to the next, reading together allows us to linger a while, to talk about life and the characters in the book, and so much more.

Dee's Message

So often, the simple act of reading together becomes a memory which will last a lifetime, as the words become enveloped by sounds, smells, emotions – and the presence of that special other person with us.

Of course, reading also brings with it a myriad of other benefits. Cognitive development, improved language skills, creativity and imagination are all enhanced as young children read. It cannot be overstated just how important this time is for the future academic success of a child. Those who read early – and often – are invariably those who perform better in later years at school and even further on into tertiary education.

For this week, though, it was all about exploring new books and revisiting old favourites. The children loved dressing up as their favourite characters for the Dress-up Day and great fun was had by everyone,

whether at school or at home. We thank all parents and family members for involving yourselves and for making this week of reading so special for the children. As someone once said, “A book is a gift you can open again and again” – and this was certainly evident during the past week.

Have a great weekend!

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

What a wonderful time to celebrate Book Week this week! We have noticed that the children have been so engaged and interested in books lately. Many of our little boys are particularly interested in all the construction, trucks and cars books. Eugene was looking at the wheels of the trains. He found a set of toy wheels and was turning them as he compared them to the picture in the book. "Wheels!" he said to Kiri. Martin enjoyed looking very closely at the pictures of the cars and diggers occasionally pointing to the different parts to show Kiri. Phoenix, Sophie and Zoe enjoyed some reading in the sun. Having access to books wherever the children are playing, both indoors and outdoors, allows them to pick them up at their leisure and encourages reading at this young age. It also allows a wonderful opportunity for educators to sit and read to the children, providing time to connect and spend quality time together. Reading with young children is an important aspect of language and cognitive development, as it increases vocabulary and pre-reading skills and hones conceptual development.

We also celebrated Miss Lyla's 2nd Birthday this week! Teacher Min created some beautiful pink cup-cakes for her and we all sat around to sing Happy Birthday to her! Lyla knew it was her special day as she had a huge smile on her face and loved to blow the candle out!

Every morning we have started our day with some stories from our favourite books. One of which is the Five Little Ducks. Teacher Kiri started to teach the children the actions. It didn't take long for the children to learn. Eugene, Max, Zoe, Lyla, Hudson, Sophie, Martin and Phoenix all joined in on the fun. Little Zoe waved her hands and fingers like the Mummy Duck when she says, "Quack Quack Quack." It was such a delight to see! Eugene started to sing, and the others waved and moved in their seats. Later in the morning, Kiri set up the atelier table with inspiration from a pond and little yellow ducks. The children loved playing here, interacting with the ducks, and exploring the tiny amount of water

which was splashed onto the large silver plates. Max was observed counting the ducks. "One two three." He pointed to each duck and made the sound of counting. Lyla joined in and started to count also. This song is great for introducing the children to counting and numbers in a fun way.

We celebrated Book Week with a dress-up day on Wednesday and Thursday. It was so much fun to see our little ones as they walked into the classroom proudly wearing their costumes.

Later on, we read and sang along our 'Five little ducks' story as we made our very own duck art with feathers and yellow paper. The children were fascinated with the soft texture of the feathers, and giggled when the feathers tickled their faces. Everyone gathered around the atelier to join with teacher Min as she helped them glue and stick on the feathers. Other interests this week: box and ball game, trucks and cars books, and construction with blocks.



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie



Fledglings (1E)

By Tatiana Botrel, Jane Teh, and Nadia Breus

Book Week

Each year, schools and public libraries across Australia spend a week celebrating books, along with Australian authors and illustrators. Teachers and librarians conduct activities relating to a theme to highlight the importance of reading. This year's Book Week theme is "Old worlds, new worlds, other worlds".

In the Fledglings we enjoyed the children's interest in transport and embraced the Book Week by celebrating John Williamson Noble, author of the book series, "Fergus, the Ferry". Through his books, we highlighted to the children the famous sites around Sydney, including the Opera House, the Harbour Bridge, Taronga Zoo and more.

Continuing to celebrate Book Week and reinforcing the importance of reading, we invited the children to bring their favourite book from home to share with their peers in our classroom. We organised a special chair so the children could read to the group with the support of their teachers. This moment just made even more evident the sense of belonging in the Fledglings, as children were excited and confident to do the reading in front of their peers, like a mini "Show & Tell" experience.

Outcome 2: Children are connected with and contribute to their world. Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. EYLF, 2009.

Butterfly and ladybugs

Our Atelier table was very busy this week with the children using their creativity to create some of their favourite insects at the moment: butterflies and ladybugs.

We displayed photos of the different colours of butterflies and ladybugs and invited the children to recreate their own insect. We used paints to make the butterfly, folding the paper in half after to make symmetrical wings. For the ladybug we made a collage using the contact paper, and different texture and colours of paper cuts. This collage was then displayed on the window, so the children could explore the different light effects.

Extending this interest, we researched interesting facts about butterflies and ladybugs to confirm whether they are insects or bugs. You might have the correct answer if you ask your children.

Outcome 4: Children are confident and involved learners. Children resource their own learning through connecting with people, place, technologies and natural and processed materials. 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

Out in the garden

Our provocation “When I grow up” has led to an interest in the garden and talks about being farmers who either look after the animals or grow fruit and vegetables for us to eat. This all started with an interest in the new plants we have in the garden area. We went around to look at what they were and talked about what they needed to make them grow. We discovered some very pretty flowers that are called pansies and then a lemon and orange tree with lettuce and carrots around them. We also have herbs growing and Myka, Thomas and Oliver all tried tasting the coriander and the basil leaves. We have strawberries plants growing and the children were interested in the idea of how they will be climbing up the lattice that has been attached to the wall – we will have to watch this closely. Thomas told us they need water to grow.

Science Week

During the past two weeks there has been a lot of sharing of knowledge about how plants grow. We read the story ‘My flower, Your flower’ by Melanie Walsh and had a discussion about the garden. Thomas told us you “need seeds” and Rafi said we need “the water” and Kaitlyn told us, “You have to wait (for the plants to grow).”

The children were then shown a bunch of flowers (daisies) and when told they came from a florist shop, Thomas said, “That is where they have flowers.” We looked at the parts of the flower, naming the petals, the leaves and the stem. When you buy flowers, they no longer have the roots that they have when in the soil but they still need to drink water – how do they do this? OSMOSIS was the new word introduced to the class. Osmosis is the movement of water. Most plants “drink” water from the

ground through their roots. The water travels up the stem of the plant into the leaves and flowers where it makes food and helps keep the plant rigid. When a flower is cut off from the plant, it no longer has its roots; the stem of the flower still “drinks” up the water and provides it to the leaves and flowers. How can we see this? Colouring the water with food colouring allows us to see the movement of water into the flower. We used the colours red, blue and yellow and left one of the vases with clear water to see if the flowers drank the water. When asked what might happen, the children used prediction to say that the flowers would change colour – we just needed to watch and wait.

We also had discussions about seeds. There are different types of seeds including those we see in fruit. Can we eat the seeds? Which fruits have seeds we can eat and which ones don't? These are all the questions we have still to answer.

Our flower artworks was inspired by our flower experiment where we used a marker pen, glue, collage, paint and water bottles to create our inspired designs.

Book Week

A big thank you to all the families who participated in our Book Week readings through the Google Meet and for those who brought books in to share with their friends. We loved our dress-up days, which are always so much fun.

Stage 2 Photo Gallery



Stage 2 Photo Gallery



Stage 2 Photo Gallery



Stage 3

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

The children began to notice and discuss the letters of their name, whilst making connections with the letters that were the same within their peers' names. A desire to 'connect' and find a common interest has been a beautiful thread to follow and observe. Children are interested in their names because they represent who they are. They are an important part of their identity, and the children are proud of them.

It is important for children to hear their own names and see them written down because names are abstract. You can't touch a name or hold it in your hands; children need lots of opportunities to make connections between themselves and the way their name sounds and looks. Children's names are some of the first words they understand and can identify with – so they connect print with something very meaningful. A sign in table was added to our classroom. As the children arrive at school in the mornings, they are each invited to trace and write their name to sign in.

We are currently observing some important milestones and have noticed that one particular milestone - 'writing' - is steadily developing. As we are over halfway through our school year, we are closely encouraging the children to use the small muscles in their hands to aid them in holding their pencil correctly in order to write their name. We are consolidating our name-writing skills, concentrating on the awareness of using uppercase at the beginning of our name and lowercase letters throughout. If strong foundations are in place and practised, writing and completing more detailed fine motor activities will become easier as the year progresses.

The children were introduced to a new Montessori activity. The Montessori Metal Insets consist of five flat metal squares, and in each of the squares is a metal shape cut-out. The Metal Insets are accompanied by colour pencils, white square paper, and a

tray specifically designed to hold the paper and insets.

The children were free to select the shape/s they wished to use and the colours. They traced the outline of the shape and then shaded the shape in a continuous motion. The Metal Insets help to prepare the hand for writing but what does this really mean? Metal Inset work can help the child to:

- Grip and hold the pencil (and hold the pencil upright).
- Refine hand control to steady the pencil.
- Develop movements of straight and curved lines, in preparation for letter formation.
- Develop hand-eyecoordination, to make small, coordinated movements.
- Experience the result of pressure on the pencil (light and dark), experience graduation of colour.
- Develop fine muscles in the hand but also the larger muscles required for sitting and maintaining posture for writing.
- Focus the mind, develop and strengthen the child's concentration.
- Make movements up and down and left to right (when filling in or shading), this is significant when reading and writing.

The children were introduced to an activity where they had to find and arrange the letters in their name and glue them on the page. To consolidate the children's interest in name writing, we have also been working to enhance and strengthen their fine motor skills. Supporting activities have included tracing patterns and cutting shapes. To represent their learning and the sense of ownership over their name, the children were invited to participate in drawing their names on a white board. To help them, each child was given a name card to reference.

Stage 3 Photo Gallery



Stage 4

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

Celebrating Book Week

Each year across Australia, the Children's Book Council of Australia brings children and books together celebrating CBCA Book Week. This week-long event is an annual celebration of books written for young people and hopes to inspire a love of reading.

This year children are asked to embrace the theme "Old Worlds, New Worlds, Other Worlds". This exciting invitation opens a world full of possibilities when it comes to kids' Book Week ideas. This is an opportunity to escape into another world where your child can be anything they want to be!

Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognise what reading for pleasure is all about. It also helps children to stimulate their imagination and expands their understanding of the world.

The children brought in some of their favourite books and group times were dedicated to reading and discussing all those beautiful stories:

Erinn: "My favourite book is 'In My Heart' because it has all the rainbow love hearts."

Luca: "Spectacular Space – because it helps me learning about space."

Frankie: "The Piratetology – because it has treasures and stuff."

Eloise: "Stuck – because everything gets stuck in the tree, and it is very funny."

Ostein: "Pup Pals - because I like it."

Edison: "Science Adventures – because it has interesting things in it."

Chenglin: "A great day for a pup – because I haven't read it yet."

Jack: "I brought in two books. I like the dinosaur one because we learn about dinosaurs. I like 'Moana' because there is fire there and a superhero."

Abigail: "Oi Frog - because he is funny and

he has splinters in his bottom."

Luella: "As Brave As Can Be - because it is about being brave."

Charlotte: "I like 'Let's play' - because it has these pull things."

Luna: "Fairy Tales, because my mum read in her bed 'Sleeping Beauty' to me."

In celebrating Book Week, children in Nina's class were invited to draw their chosen book's front cover and back cover using markers and crayons. We also added a photograph of themselves to appear as if they were reading their creation. This offered an exciting pop-art visual element to their creation.

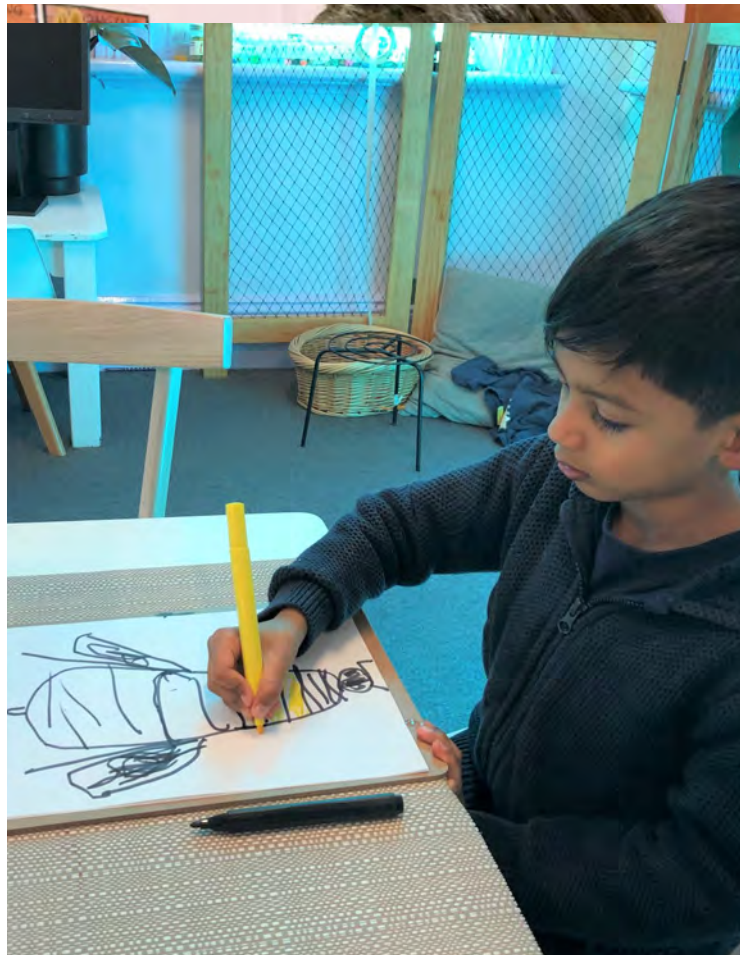
At Reddam Early Learning School, the highlight of the week was of course our Dress-up Day where the children were very excited to show off their costumes and discuss their favourite book characters.

We wish all families a great weekend, filled with wonderful stories.



Stage 4

Photo Gallery



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

Lyla Botrel, Lucy Fallman, Luella Rosen, Elizabeth Oxman, Chloe Dong, Coen Dong, Hannah Webb, Rhys Xu, Zoe Downey, Maeve Michael & Luna Leis

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

We hope you have a fabulous day!

