



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER

Dee's Message

03 SEPTEMBER 2021

Dear Parents and Caregivers,

Many years ago, in 1932 to be exact, a Danish carpenter decided to expand his woodworking repertoire by introducing plastic to his workshop. He knew how much children enjoyed his wooden building blocks, so he adapted these by adding four studs to the top surface of the hollow plastic 'bricks' he was producing – and so was born the Lego plastic brick which has become synonymous with children's play areas across the world.

What is perhaps less known is how the name Lego first came into being. It is derived from the Danish phrase *leg godt*, which means "play well". The name was certainly well chosen, as countless generations of children have 'played well' with these blocks, along with the many spin-offs which have accompanied them.

While the tiny Lego bricks might be potentially dangerous for very small children to play with, larger blocks are a wonderful

source of enjoyment and learning for them. Early childhood experts often point to block play as one of the most important forms of play, as it encourages a whole range of skills and learning opportunities.

Block play offers an open-ended, unstructured chance for the youngest of children to explore. Even babies love nothing more than to experience the tactile nature of different shapes and forms, and it isn't long before they start realising that some forms can be stacked on each other, to create even larger and more complex structures.

At about the same time as Lego blocks were being refined in Denmark, an American nurse and educational specialist, Harriet Merrill Johnson, suggested that there were seven stages of block play in which children engaged. These were progressive, allowing children to master a stage before moving on to the next. And what is fascinating is that

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research since then seems to suggest that all children go through these phases, no matter at what age they start block play.

The stages are: Transporting (blocks are carried but not used for construction); Stacking (blocks are placed in horizontal or vertical rows); Bridging (blocks are used to bridge the space between other blocks); Enclosures (blocks are used to enclose a space); Patterning (blocks are placed in patterns or symmetrically when building); Complex structures (block structures may be named relating to their function); and Building representations and incorporating dramatic play.

Block play is enormously rewarding for children, and it gives them a sense of achievement when they complete a structure. It encourages creativity and problem-solving, and, most of all, it is a whole lot of fun!

Have a great weekend on this first weekend of spring – and may all our special dads (and other significant men in the children's lives) have a wonderful Father's Day!

Wishing all our Jewish families a healthy and happy New Year and well over the Fast.

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

The Nest children have been getting a lot of enjoyment and interest in our toy trucks, diggers, cars and buses lately! Many of our children have been observed picking up books and looking at the car and truck pictures.

Eugene, Hudson, Martin, Max, Darcy and Phoenix all love to pour thorough the pages of transport books, pointing to the various trucks and cars in the pictures. This week, we added some pictures of trucks and diggers to a table in their outdoor play area allowing for the children to explore and converse with them. We also added buses, trucks and bulldozers to our outdoor play time, along with a small amount of sand and containers.

The children all loved this and gathered around in groups eager to engage in this play experience. They drove the little trucks and diggers through the sand or scooped and poured into the little containers with popsicle sticks. We noticed how happy and content they were to play harmoniously alongside each other in the group, as they were so engaged in what they were doing.

When it was time to pack up, teacher Min asked the children to help her pack away the toys to take inside. She was so impressed when each child willingly participated and helped her. Lyla put all the toys into the box and picked it up to carry the box for Min to the classroom. Sophie started to collect the hats that had fallen on the ground. She put her own hat in the basket and helped to put all the hats in the box at the door. Eugene and Phoenix picked up some of the small trucks to put in the box and Martin carried in the bus.

The biggest surprise was when Hudson came inside and of his own initiative went to the tissue and glove boxes and motioned to her to help her put them away. Min said she was so impressed and so proud of all the children. We will continue to foster this new skill! Well done everyone!



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie



Fledglings (1E)

By Tatiana Botrel, Jane Teh, and Nadia Breus

Father's Day Celebration

Throughout this week, the Fledglings students were busy making a special present and card for Father's Day, which is coming up this weekend.

We spoke about all the things we like doing with our fathers when we are together:

Rafael – "He takes me to the park."

Teddy – "My dad plays monster in the park."

Callum – "I go in the bus with my dad."

Cosmo – "Ca-ca." (excavator)

Halle – "pa-pa." (park)

Maya – "book, bath."

Luis – "The ball I play with daddy."

This year we used the quote "It takes a big heart to hold a little hand" as the inspiration to make the Father's Day cards. In the Atelier, the children used love heart shapes to stamp the paper. Once the paper was all printed, the children left their handprint in the middle of the paper as well. Making the gift was another fun process, as the children decorated dad's present by stamping stars everywhere!

Flutter, Flutter, Butterfly

Extending the children's interest in butterflies, this week we continued to explore the symmetrical prints on their wings. The children created butterflies to decorate our windows, by using transparent paper and permanent markers. We also spoke about how the butterflies are important to our environment as they help to "feed" the plants.

Traffic Lights

The children continue to demonstrate great interest in transport as well. This week we played games that highlighted the importance of the traffic lights. We sang a song to learn about the meaning of the colours in the traffic lights and then we played a few games where we used the red sign to stop, and the green sign to go!

Outcome 4: Children are confident and

involved learners. Children transfer and adapt what they have learned from one context to another. 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

Book week continued

What is the importance of books in our life?

Books play an essential role in everyone's life by introducing them to a world of imagination, providing knowledge of the outside world, improving their reading, writing and speaking skills, as well as boosting memory and intelligence. The importance of books in our lives cannot be underestimated for they not only help in broadening our horizons but also act as doorways to connect us with the world around us. They function as survival kits; they influence us and leave an impact on us.

When books are introduced during the early years of a child's life, he or she begins to learn the value of books and stories, which sparks imagination and therefore stimulates curiosity, giving them the opportunity to further develop their language skills. This past week it was all about celebrating the joy that books bring to our lives, by sharing some of our favourite stories with the class.

We would like to thank all the Tree Frog families who took time during their busy days for joining us through Google Meets in order to share some of your child's favourite books with the group. The children were incredibly excited to watch their mums or dads on the screen!

Celebrating Father's Day

Families play an important role in our lives because they provide love, support and a framework of values to each of its members. Parents form a child's first relationships and are the most influential part of a child's life. They provide all members with security, identity and values, which is something that we have learnt to appreciate even more during the uncertain times we are currently living through.

We wanted to celebrate this special

occasion by expressing our love and admiration for all the special and wonderful things our dads and father figures do and share with us. With this in mind, we asked the mums to help us with the special surprise plan by sharing a photo of the dads – thank you mummies. The children then used the images as their inspiration to draw their dads' portraits.

Throughout the week we read "A thousand hugs from daddy" by Anna Pignataro, "Daddy, you're awesome" by Laine Mitchell and Renne Treml and "Hugs for daddy" by Louise Coulthard. Each story reminds us of all the wonderful things that our daddies do for us, which allowed the children to share some of their own experiences of what makes their daddies special to them. Their quotes, along with the portraits, will be displayed on our art gallery wall so keep an eye out for these.

Paddle pop sticks were also used to create a frame, with the Tree Frogs using the frame to display a lovely poem and their unique handprint.

We would like to wish all the dads a very Happy Father's Day!

EYLF Learning Outcome 2

- Children are connected with and contribute to their world
- Children develop a sense of belonging to groups and communities

EYLF Learning Outcome 5

- Children are effective communicators

Stage 2 Photo Gallery



Stage 3

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

Recently the children were introduced to a companion material to the Knobbed Cylinders, which the children are very familiar with from Term Two. The Knobless Cylinders offer children extended practice with the relationships of height, width and volume. Four boxes are available to explore, with each containing a series of ten cylinders of varying relationships. In one box, the height of the cylinders is identical, but the widths change. In another, the widths are identical, but the height changes. In a third, the width decreases as the height increases. In a fourth, the width increases as the height decreases. The proportions of these cylinders match those of the Knobbed Cylinders but are presented in a box instead of a block, increasing the challenge for children to sequence them and demanding a more refined fine motor development to manage them – without rolling off the table!

Unlike the Knobbed Cylinders, this material has no concrete control of error. In the Knobbed Cylinders, the children were able to determine the sequence of volume from the spaces in the cylinder block. If the children return the cylinders to the block out of order, they would have a cylinder left over with no space to fit. The Knobless Cylinders require the child to already have developed sufficient concentration and the visual and tactile discernment to order the cylinders without the assistance of the block. Like the other Sensorial Materials, the Knobless Cylinders also support the child's understanding of our Base Ten system, by presenting materials which are related in dimensions of tenths. And while the child relies on his own intellect to sort the cylinders when they are on the table, he does have to return them to their box from largest to smallest in order to have sufficient room for them all to fit and the lid to close

Throughout the week, the children were busy at the atelier creating special cards and gifts for their father or special male influence in their lives. It was heart-warming to see the drawings, listen to the children's words, and hear their ideas about their dads and what they know and feel. Father's Day is a day for people to show their appreciation for fathers and father figures. Father figures may include stepfathers, fathers-in-law, grandfathers, guardians (e.g. foster parents), and family friends.

Inspired by the books, 'All the Little Fathers', 'I Love You Daddy' and 'I Love my Daddy', the children were asked a sequence of questions about their daddy or male influence as they worked at the atelier, the final question being, 'Why do you love your daddy or grandfather?'

"I love when daddy picks me up." James
"Cos he cuddles me." Finley
"He loves to play with me." Louis
"Because he likes to play with me." Hector
"I love going to the beach with dad and all my family." Noa
"Because I have lots of fun with him." Anna
"Cos daddy always gives me treats." Daliya
"Because he does nice things with me." Nina
"Because he likes me too, that's why I love him." Clara
"Because I love him every day." Lyla

At the fine motor table, the children focused on an experience called 'Tap Tap Art, Pin a Shape.' The children use small wooden hammers to tap shapes onto a cork board with small shiny pins. It's a great way to encourage creativity in children as they use the shapes to create anything they can imagine. It's also fantastic for developing hand-eye coordination, fine motor skills and manipulating small objects. It is set up as a group of two so the children can interact with each other, or it can be completed individually.

As we continue our exploration into the world of science, the children have been awaiting our next experiment with great anticipation. This week we made our very own classroom lava lamps, here is how we did it:

You will need:

- A clean plastic bottle (try to use one with smooth sides)
- Water
- Vegetable oil (or you could use Mineral or Baby Oil instead)
- Fizzing tablets (such as Alka Seltzer)
- Food colouring

Instructions:

- Fill the bottle up about 1/4th (1 quarter) with water.
- Pour the baby oil in the bottle until it is almost full. You may want to use a measuring cup with a spout or a funnel. You may have to wait a couple of minutes for the oil and water to separate.
- Add a few drops of your favourite food colouring. Watch as the colour sinks through the oil. Did your drops of colour mix with the water immediately or float in between for a few minutes?
- Break your fizzy tablet in half and drop part of it into the bottle. Get ready ... here come the bubbly blobs!

You can even get a flashlight, turn off the lights and drop in another half tablet. This time shine the flashlight through the lava lamp while the blobs are bubbling!

How it Works:

The oil floats on top of the water because it is less dense or lighter than water. The food colouring has the same density as the water, so it sinks through the oil and mixes with the water. When you add the tablet, it sinks to the bottom then starts to dissolve. As it dissolves it makes gas: carbon dioxide. Gas or air is lighter than water, so it floats to the top. The air bubbles bring some coloured water with them to the top. When the air comes out of the coloured water blob, the water gets heavy again and sinks. It does this over and over again until the tablet is completely dissolved.

Extra Experiments: What happens if you put the cap on after dropping the fizzy tablet in? What if you drop a whole tablet in? When it stops bubbling, try sprinkling some salt into your lava lamp. What happens?

Stage 3

Photo Gallery



Stage 3

Photo Gallery



Stage 4

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

Celebrating our wonderful Dads. . .

On the first Sunday of September, Australia celebrates Father's Day. This special day is for people to show their appreciation for Fathers and Father figures, including stepfathers, grandparents, foster parents and family friends.

Over the past two weeks the children have been working on their Father's Day wall documentation. They were encouraged to show their appreciation by thinking deeply about all of the wonderful things they appreciate and know about their Dad. It was amazing to see so many comments shared and smiles to accompany their thoughts!

A photo of their special Dad was sent in by the Mum's (top secret) and has accompanied the children's comments.

The children also decorated a very special gift (socks) and made a lovely card to go along with it.

During our Google Meets session this week we read the book 'My Dad is amazing and took it in turns to discuss what we are going to do with our dad this coming Father's Day . . .

Stella: *We are going to have ice cream together*

Owen: *I'm going to give him cuddles*

Isabella: *I'm going to surprise him*

Sivan: *I'm going to give him a present*

Jeffrey: *I'm going to give him a present but I'm not sure what it is?*

Daniel: *I'm going on a boat with him*

Jarvis: *I'm going for a bike ride with him. You know I'm faster than him!*

Thank you to all our father's here at Reddam

ELS and around Australia for the love and support they provide their children each and every day!



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

Alfie McKenna, Sam Ross, Ocean Pease & Benjamin Marshall-Jones

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

We hope you have a fabulous day!

