



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

10 SEPTEMBER 2021

Dear Parents and Caregivers,

Hopefully last Sunday saw much excitement across the homes of those in the ELS, as children excitedly presented their gifts to their dads and other special men in their lives. Celebrating Father's Day is one of those moments which the children (and adults!) love, as it gives them the opportunity to get excited about someone, to join in the festivities, and to be swept up in celebrating a special person.

As the year progresses, there are many such moments: birthdays, religious and cultural events, the birth of a sibling, weddings, and so on. We all love a good celebration! But there is so much more to celebrate in our daily lives – and the young children are really good at being caught up in the moment of celebrating life itself. There are games to play with friends, books to read which transport them to magical places, dressing up, painting beautiful art, and also enjoying the simple pleasures of nature.

Now, as we move into spring, all around us

we see new life bursting forth. Leaves glow with their fresh shoots, flowers bring colour back to our lives after the winter, and the sun's rays are just that bit warmer. The children in the ELS always enjoy the opportunity to get outside and experience the wonders of nature. As Leonardo da Vinci reminds us, "The wisest and noblest teacher is nature itself."

Because of the current restrictions, children haven't been as fortunate as in the past to be able to visit wildlife parks or even to run freely in parks around the city. This has certainly been a huge pity, as there is so much for them to learn from such places, and of course they also provide space to explore and have fun. As a result of these restrictions, it has been pleasing to see that a number of organisations have created virtual platforms for children to enjoy nature, albeit virtually.

While perhaps not quite the same as visiting them in person, they still provide a magical

Dee's Message

window into the fascinating world of nature. Even the youngest children will find some of the virtual sites fascinating to explore, and a number of them also have useful resources for the slightly older children to enjoy. The other benefit of this time of limited movement has been that similar sites have sprung up across the world, so it's just as easy to go on safari in Africa or link up to a wildlife webcam in Alaska.

Perhaps you and your child would enjoy exploring some of the fascinating virtual options which are available out there. A couple of Australian sites are:

<https://www.viator.com/en-AU/collections/virtual-nature-wildlife-experiences/c153>

<https://www.australia.com/en/things-to-do/wildlife/virtual-wildlife-experiences.html>

Have a wonderful weekend!

Dee Pitcairn
Principal



The Nest (1R)

What an unexpected week we had! It started with some online Google Meet classes to connect with our friends and make sure we were all ok! Teacher Kiri bought along some "Spot the dog" books by Eric Hill. These are a class favourite as the children love the little peekaboo flaps to open and see what's inside. Birthdays and celebrations, such as Father's Day on the weekend, have been something that all our little ones are becoming aware of and enjoying lately. It seemed fitting that we read "Spot bakes a cake".

Kiri, Lyla and Freya joined in and shared their birthday balloons that they had in the house. On Tuesday, we were joined by Eugene and Hudson, so we read "Spot Goes to the Park" and Kiri showed her ball, talked about sharing and passing to one another which we have been practising at school. Teacher Min bought along her little pet guinea pig, and Kiri brought her puppy! The children were delighted to see them and interacted over the screen.

Back at the Nest on Wednesday, the children all greeted each other excitedly and with big hugs. It was so lovely to see how these young children have already formed strong bonds with one another, as we could see that they had clearly missed their friends being away for longer than the usual routine.

We continued to read the Spot books for group time and each of the children had a chance to turn the little peekaboo flaps. We went outdoors in the sunshine to practise our ball skills and participated in some construction with the natural wood blocks. All things considered, the children adapted remarkably well to all the changes in the routine.



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie



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Fledglings (1E)

By Tatiana Botrel, Jane Teh, and Nadia Breus

We are one...

This week we experienced our first time with doors closed due to the pandemic in Australia. The Reddam family stayed strong together to keep our community safe and we conducted online activities for two days this week to ensure the children kept connected with their teachers and peers.

Throughout the online activities we continued our planning for Week 3, where we continued to engage the children in activities that welcomed the spring season. Considering the children's interest for everything arts in our classroom, we decided to introduce some artists who liked painting flowers and gardens, like Claude Monet and Vincent Van Gogh. We used beautiful and colourful backgrounds, using flowers as a theme. We played a game online, where the children named a colour and found an object with the same colour around their houses. We shared with the families some ideas of activities using flowers and creating artworks at home.

Returning to school, the children found a classroom decorated with flowers everywhere, including in the display in the Atelier. We used the famous paintings of sunflowers from Van Gogh to inspire the children to create their artwork. They used sunflowers to stamp the paper and print the petals. We spent the week exploring the sensory aspects of having flowers in the classroom, not only for the colourful look it gave to our space, but also the smells and the different textures.

We are not only using the artists as a reference in the Atelier as the children are never too young to be exposed to history facts. Our aim is soon to introduce the children to Australian and contemporary botanical artists, in celebration of the arrival of spring this year.

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 Tafianna Botrel, Jane Teh, and Nadia Breus



Stage 2

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

What's in a name?

Children's names are the most important words to them, first verbally and then in written form. In fact, one of the first words a child learns to read and write is their name as this is the beginning of their literacy journey. By recognising their own names, children begin to claim ownership of the things that belong to them.

The first stage of learning names occurs when children start to **recognise** them. As children begin to recognise the shape of their initial letter, they often identify that first letter as "MY NAME!" They might find that initial letter in other places (separate from their names), point to it and say, "Look! There's my name!" even if it is just the one letter.

This term, we made new placemats for the table that only had our names on it (no photo), and this provided a challenge for the children to recognise their names. We have focused on the first letter and introduced the ABC Yoga by Christine Engel, as a fun way to begin to recognise letters of each child's name as the yoga poses are matched to a letter to represent an animal or an object. With this activity, the children have focused on the beginning letter of their name. After we all identified the first letter of our name and re-created the yoga pose we then made this into a story.

"I went walking and what did I see...I saw an A (Avalon) armadillo looking at me, I went walking and what did I see...I saw a butterfly (Bobby and Bianca) looking at me...I went walking and what did I see, an elephant (Elliot and Edwyn) a hippo (Hunter, Harriet and Harry) an iguana (Isabelle), a jellyfish (Jack and Julieanna), a koala (Kaitlyn), a moon (Myka, Margot and Maison), an owl (Oliver), a rainbow (Rafael and Rose and Riley), a shark (Sergio), a tiger (Thomas) and a volcano (Valentine) looking at me."

Online learning - Maintaining relationships

and a sense of belonging

This term has seen the introduction of Dance and Drama on Zoom with Laura in our Thursday class. While we miss having Laura come into our classroom, she has managed to take us on her dramatic journeys on the big screen through a live Zoom. Children always find technology fascinating and with teacher guidance, they have forgotten about the computer that sits near them and focused on the experience in front of them. Thank you to Laura for still giving us the magic of your classes as we have been whisked away on a picnic with bears on a bear hunt and went under the sea. This week we also saw online Google Meet classes with everyone being at home for a few days. When going online and hearing all the children calling out hello to each other, it consolidated how important this platform can be to help children maintain relationships with their peers, and a sense of belonging to their educational setting when they cannot be in the classroom. Ultimately, being connected is what it is all about.



Stage 2 Photo Gallery



Stage 3

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

The key goal in Yuliya's class this term is raising awareness of other cultures and the different languages of the world. When children are exposed to other languages, it prompts them to ask questions and learn about other people and their cultures, thus promoting acceptance of others.

Fun Fact: 'If you wanted to say "hello" to everyone on the planet, you would have to learn almost 3000 languages and greet around 7 billion people.

The children this term had the opportunity to learn new songs in different languages, play with multicultural puppets and musical instruments, dress up in national clothing, and observe the world globe, souvenirs, art and postcards from different countries. As an extension to playing with puppets from around the world and reading a book about world puppets, the children were invited to make their own hand puppets.

The children were introduced to a new cultural experience - Chinese/Japanese calligraphy, which is the art of writing by hand to create letters and symbols using a brush dipped in ink. It's a beautiful art form, as well as a means of communication. The children painted with a calligraphy brush on thin paper, practising their brushstrokes. The children learned that calligraphy was born in China and was transmitted to Japan around the 6th and 7th centuries. The writing instrument in calligraphy is a brush, which compactly bundles the hair of an animal such as a horse.

During Book Week celebrations, the children noticed a sign saying 'Let's save our Books' and were invited to look for books needing to be fixed. Together with the children, we observed a lot of books which were ripped and damaged. The children agreed that we would have to fix them. Through this learning experience the children were able to ask each other for assistance using kind words and manners. The children worked collaboratively, helping each other with sticky tape, scissors and holding pieces of

the broken pages.

During our Olympic project, the children had the opportunity to learn about sports and teamwork skills. We talked about the Olympic flag rings that represent the five continents. We sang 'Tell me the continents' song and the children were invited to create the Stage 3 Team Olympic flag.

We discussed the sports that are in the Olympic games and what sports are our favourites. Following on from the children's comments, we watched the Russian Federation rhythmic gymnast with a hula-hoop and an artistic gymnast from China on the parallel bars. We cheered for Australia during a swimming race. We read 'Koala Lou' by Mem Fox, a book about bush Olympics. An Olympic set-up was provided for the children to have fun in our big playground. The children also enjoyed gymnastics with ribbons, jumping over hurdles, running, hopping, skipping, galloping and lots more races. We made medals, looked at the world globe and completed the 'Children Around the World' puzzle.

Science Week was wonderful. We had so many fun experiences making banana fertiliser for our garden, lemon ice cubes, and squeezing an orange to make juice. Delicious!!!



Stage 3

Photo Gallery



Stage 3

Photo Gallery



Stage 4

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

Provocation: Amazing Ocean Animals

As part of our Provocation this term, the children engaged in a research project. After watching a short documentary about the ocean, the children thought about something they would like to research and gather more information about.

The following were their research questions....

Ridley: Why do turtles have a shell?

Remy: Why do clams grow shells?

Clara: Why do fish have different patterns?

Margaux: Why do jellyfish sting people with their tentacles?

Hugo: Why do stingrays sting people?

Elia: Why do seahorses have little bumps on them?

Taylor: Why do turtles have shells?

Maya: Why do dolphins have fins like sharks?

Mila: Why do seahorses have a long tail?

Hamish: Why do sharks have so many teeth?

Mya: Why do clown fish have stripes?

Jaden: Why do squid squirt ink?

The children used the Internet to research their questions. They used their letter recognition skills to type the sea creature name in the Google search bar.

After each child had the chance to use the internet to find out some new information, we sat together and reflected on the information gathered. The children recalled what they had learned, and they shared this with the group. Extending on this, the children were invited to draw a representational drawing of an image they picked from their Google search.

Links to the EYLF

4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigation.

5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Learning from home

One of the children's challenges this week while learning from home was to CREATE! Children learn, develop critical skills and have fun when provided the opportunity for open-ended creative experiences. Open-ended play can be described as play that has no pre-determined limitations and no fixed answer – children simply follow their imaginations to allow the play to go in any direction their creativity takes them. Creativity also fosters mental growth in children by providing opportunities for trying out new ideas, and new ways of thinking and problem solving. Creative expression supports language and literacy development, fine and gross motor development, whilst also developing a child's unique personality.

The children engaged in 'Show and Tell' with their creations...

Clara: "I made a sun catcher and when you put it in the sun the colours go through and then it makes a pretty colour."

Ridley: "I made a pirate flag. And I drew the scallywag. It's made out of a stick and the scallywag is on paper attached on."

Mila: "I made a unicorn. I made lots of unicorns. I used powder and water and stirred it with a spoon. I had to let them dry. Then I had to paint them and put sparkles on them and I had to let them dry again."

Taylor: "I made a Pegasus out of stickers. I didn't follow instructions but I had to follow the numbers."

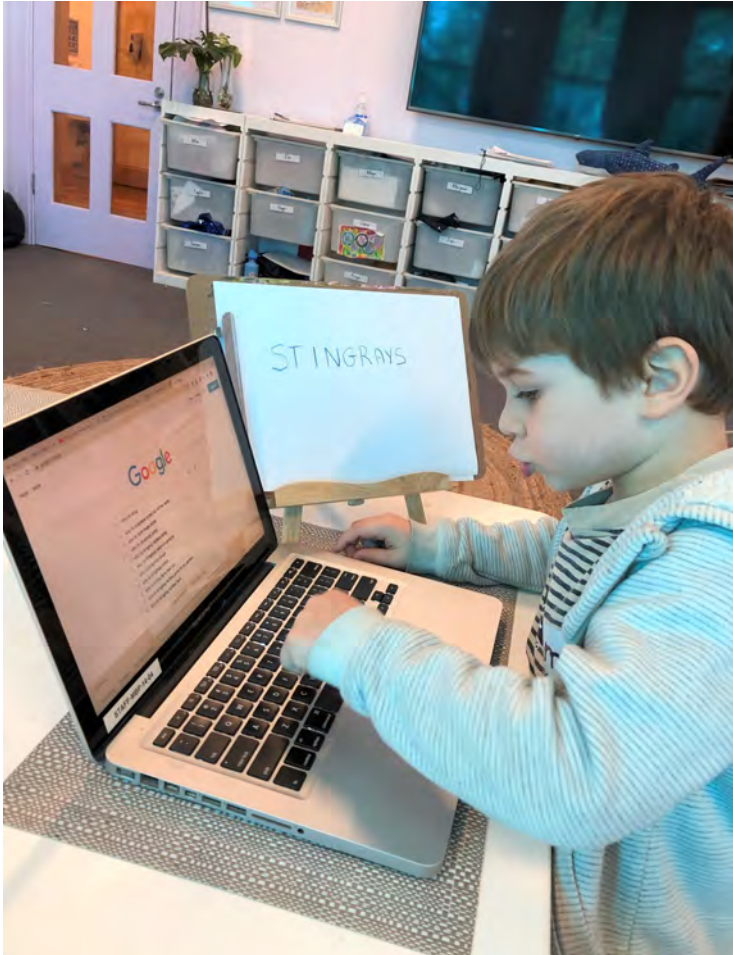
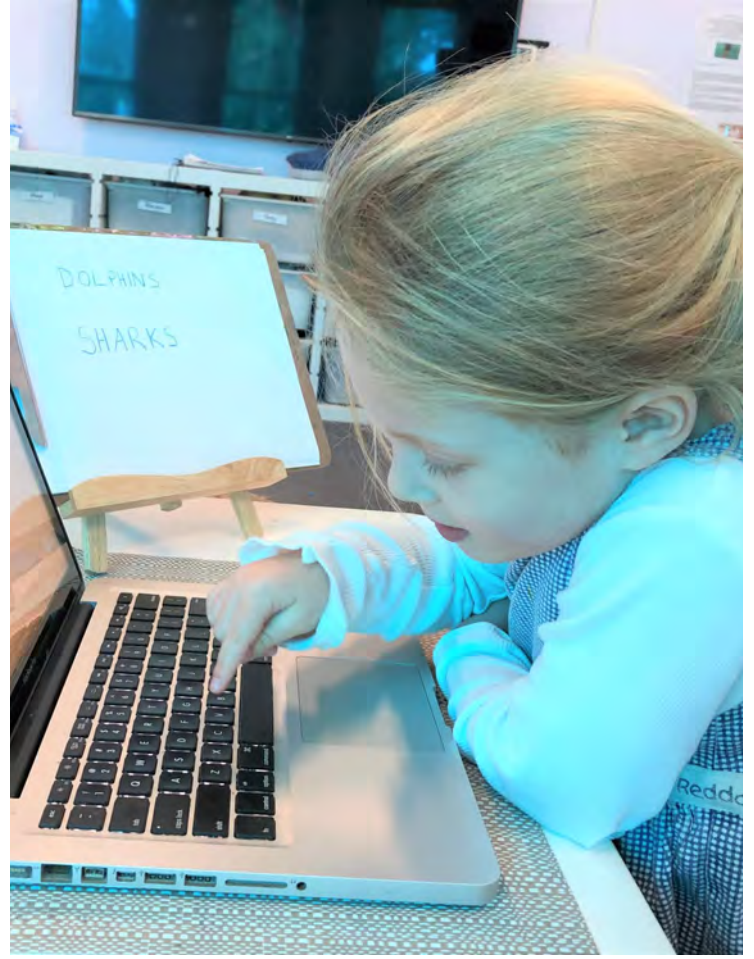
Links to the EYLF

1.2 Children develop their emerging autonomy, interdependence, resilience and sense of agency.

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

5.3 Children express ideas and make meaning using a range of media.

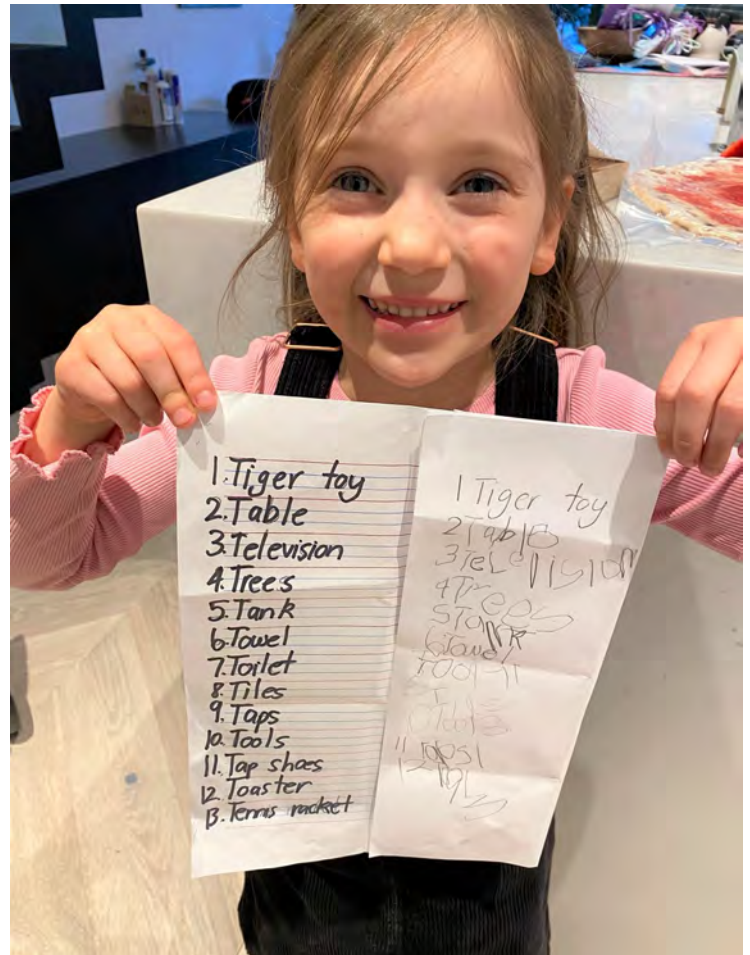
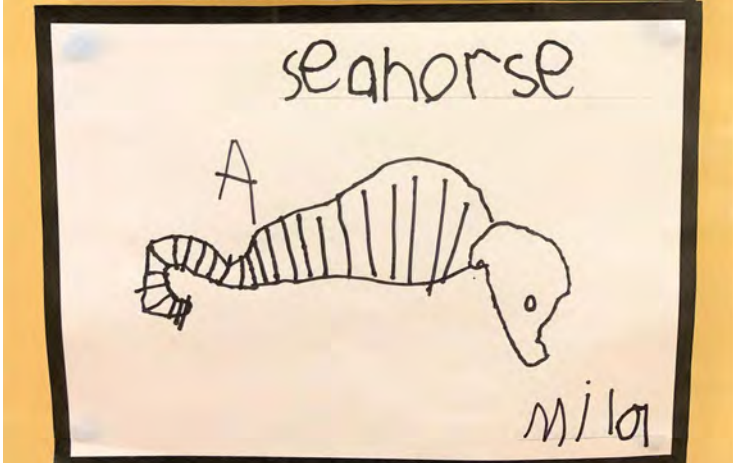
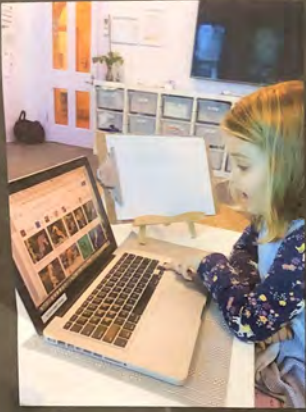
Stage 4 Photo Gallery



Stage 4

Photo Gallery

Answer: It helps them to grip and hold onto objects.



1. Tiger toy
2. Table
3. Television
4. Trees
5. Tank
6. Towel
7. Toilet
8. Tiles
9. Taps
10. Tools
11. Tap shoes
12. Toaster
- B. Tennis racket

- 1 Tiger toy
- 2 Table
- 3 Television
- 4 Trees
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- 6 Towel
- 7 Toilet
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- 9 Taps
- 10 Tools
- 11 Tap shoes
- 12 Toaster
- B. Tennis racket

Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

Milo McLachlan, Noah Wexler & Halle Corrigan

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

We hope you have a fabulous day!

