



# REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



## Dee's Message

17 SEPTEMBER 2021

Dear Parents and Caregivers,

One of the aspects of our lives which brings us most joy is our relationships. Whether within our family, or between friends, or even in the unexpected connection we find when meeting someone for the first time, our interactions with others are often those moments which add richness and meaning to our lives.

This is no less so for the little people in the ELS. How precious it is to see them interacting with each other, or to experience those moments when we are the recipient of a smile, a hug, or some other moment of connection. It is no surprise, therefore, that one of the cornerstones of the Early Years Learning Framework is the importance of relationships.

As Outcome 2 reminds us "Having a positive sense of identity and experiencing respectful, responsive relationships strengthens children's interest and skills in *being and becoming active contributors to their world. As children move into early*

*childhood settings they broaden their experiences as participants in different relationships and communities."*

Even the strange times in which we find ourselves at the moment highlight just how important relationships are for the children. Whether in engaging with each via virtual platforms, or in the excitement of seeing each other face-to-face again, it is so apparent just how important relationships are to the children.

One of the greatest joys for our teachers is to see the children become more and more comfortable with the ever-widening spheres of relationships that develop in the ELS. While those within the family remain the primary relationships for all children, it is really good to see them grow in confidence as they engage with each other, make new friends, learn how to share and to play alongside each other, and so on.

# Dee's Message

Recognising their own names, whether written on their placemats or where they put their clothes and other items, helps them to develop their sense of identity. But in the same way they start to understand how their own identities overlap with others, as they see other names written down around them. They find out what their friends enjoy, and they watch them create beautiful art alongside them. They sing together, play together, laugh together.

The title of the EYLF refers to 'Belonging, Being and Becoming' and there can surely be no better way of encompassing all three than through relationships.

We hope that by providing a safe, nurturing environment, the children will feel that they belong to a happy community; we trust that they will enjoy using their unique abilities and will be affirmed as they do so; and ultimately we hope that the foundations will be laid in these early years which will produce individuals who are content, excited to explore the world, and who relish the relationships of which they are part.

Enjoy your weekend!

**Dee Pitcairn**  
**Principal**





# The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

## Spring Flowers

We started the week with warm weather! We were so excited as we began to enjoy spring. This didn't last too long, but it didn't stop us from celebrating. Teacher Min bought in some beautiful orange blooms from her garden to share with the children. They all noticed them in the centre of the table as they walked in to see them. Hudson tried to reach out to touch them. We all sat down to have turns to touch and feel and smell the flowers. Next Min bought out some bright coloured paints to let the children paint with the flower heads. They chose their own colour, dipped it in the paint and dabbed onto the paper. Sophie was delighted to start her creation. She said "Mumma!" as she went about her work. This was so special as she was obviously thinking of painting the flowers for mum. Lyla started to sing as she painted, enjoying expressing herself in both voice and art. Hudson was so engaged and asked for "more!" when he had finished his painting. The children painted several pieces for as long as they wished.

## Music Time

Music time is a prominent part of our day. We often sing rhymes and songs with the children throughout the day and there are some songs that are more popular than others. It is wonderful to hear our little ones beginning to say a few words or singing along to the music. One morning, "Head shoulders, knees and toes" came over the speaker. Sophie stopped what she was doing, said clearly, "Knees!" and pointed to her knees. The other children joined in, touching their heads and shoulders and of course knees! Little Zoe showed us how she can walk now! She was so happy to walk around the table and sway from one foot to the other when the music came on. Another favourite has been the song "One little finger". We often sing this while the children are waiting for their meal. They absolutely love to point to their noses, eyes, ears and feet! They are developing awareness of their

bodies, extending their language and cognition. We can't wait to hear what other words come out in the coming weeks.

## Physical Play

As the children grow they are engaging in increasingly complex sensory motor skills. We played a game of jump onto the lily pads. The children enjoyed stepping onto the bright coloured mats that we laid out on the ground for them. Teacher Kiri demonstrated; "Jump Jump Jump!" she said as all the children tried to imitate her. Jumping requires strength, balance and coordination and some of our children are starting to get it.

Another outdoor game we play is passing/rolling the ball to one another. Catching the ball is a skill that requires hand-eye coordination and knowing when to react when the ball is thrown. Kiri spent some time with the children getting them to hold their hands out and "snap!" their hands to catch the soft ball. Max started out not putting his hands out, but after a few repetitions he finally reached out and snap! he caught the ball. This was very exciting! Next, we paired up and played rolling games through the tunnel. The children stood at opposite ends and pushed the ball to each other. They watched the ball closely as it rolled towards them and pushed it back to their partner. The other children all took turns to join in on this fun game in pairs. This activity develops many skills not only physical, but social and language development also. Ball play is a wonderful way for children to learn the perspectives of others, as it encourages cooperation, friendships and teamwork.

EYLF Outcome 2: Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

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# Fledglings (1E)

By Tafiána Botrel, Jane Teh, and Nadia Breus

## 'Sunflowers' by van Gogh

Spring season started not long ago and is already inspiring the children in the Fledglings classroom. To extend the children's interest in flowers and plants, we brought to the classroom some famous artists who enjoyed painting gardens and flowers, like Claude Monet and Vincent van Gogh.

This week the biggest focus was on the sunflowers painted by van Gogh. Since last week, we have placed a beautiful vase of flowers in the Atelier and the children were intrigued by the magnificent shape of the yellow sunflowers. We also displayed van Gogh's paintings around the classroom, to provoke some more interest in the children.

In the Atelier, the children coloured paper plates in the colours of the sunflower. Once the plates were full of colours, we proceeded to the next step in making our sunflowers: cutting the petals. For the first time this year, we offered the children beginner scissors so they could make cuts in the edges of the plates, forming petals.

Starting to use scissors is just another activity to encourage the development of children's fine motor skills. It takes a lot of practise until they become confident in using this new resource by themselves. In this first moment, the teachers are supporting the children's efforts by helping them to position their fingers in the correct holes, holding the paper for them so they can focus on the movement of their fingers, or simply just letting them to become familiar with this new resource.

*Outcome 3: Children have a strong sense of wellbeing. Children take increasing responsibility for their own health and physical wellbeing. EYLF, 2009.*

*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.*

## Counting fingers and loose parts

The children in the Fledglings always enjoy singing the "Counting fingers" song at group times. Since Term Two, we often find the children counting numbers randomly throughout our routine. In the last few weeks, the children have been invited to count their peers, by standing in the middle of the circle and counting out loud. That has sparked a new interest in counting, as everyone wants to have a turn every day! In the loose parts activity, the children were encouraged to use tongs to collect the lids from the tray and place them into the bowls, counting each lid they get. In the next few weeks, we will continue to use this resource to encourage children's counting, remembering that by doing so we expect the children to start to associate quantity and identifying numbers, but this is only the start...

*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. 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

Art easels are necessary in the classroom. They have many benefits that support the children's development such as fine motor control; moving the painting tool from the paint container to the easel surface requires focus and control, gross motor; because of the angle of the arm, using the easel works the shoulder and entire arm. The bigger the surface, the more exercise this area of the body gets. It is an opportunity to develop the children's creativity as there is no specific outcome expected when creating at the easel. The artist can choose how much or how little to apply to the surface, creating any desired design.

We start with paint brushes as our toddlers and pre-schoolers become familiar with the easel. However, once they feel comfortable, we can substitute the paint brush with other fun tools or objects. The choices are endless: kitchen utensils, toy cars, paint rollers, feathers, combs/hairbrushes, toothbrushes, cotton balls on clothes pegs, sticks, stamps, and cookie cutters. Easel painting can be altered to coincide with many themes by simply cutting the paper into different shapes. The children decided throughout a group discussion that they wanted to pick their favourite mode of transport. Giving them the outline of their chosen vehicle, the children showed great enthusiasm picking colours for their pictures. Some mixed colours, while many followed traditional colour schemes of well-known trucks, buses, and airplane company colours. Although we used paper and an image for this activity there are so many other materials you can place on the easel such as bubble wrap, tin foil, burlap, cardboard, and coffee filters, to name some.

Again, there are a lot of options on what to use at the easel. You can try most recipes that you would use on a flat surface and see what happens when they are done vertically.

Outcome 1:

- emerging autonomy and sense of agency

by influencing and impacting their world through painting.

Outcome 2:

- sense of belonging to a group through shared activity and discussing with others.

Outcome 3: Children develop

- social and emotional wellbeing through shared experience and taking turns.

Outcome 4:

- cooperation, confidence, and curiosity through working with others and new experiences.

- skills and processes such as creativity, enthusiasm, hypothesising and investigating
- ability to resource their learning, connecting with processed materials.

Outcome 5:

- interact verbally and non-verbally with others by discussing process and outcomes.
  - 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

This term our provocation is 'Our wonderful world'. Teaching children about the world around them is a fun and effective way to learn about different cultures and countries.

This week started off a little bit differently, as we did all our lessons over Google Meet. This term, each week we have been choosing a country to investigate thoroughly, and we have chosen countries that at least one of the children in our group is from. This week we decided we would take a deep dive in learning all about the United Kingdom. We focused on London, the capital city of England, where a lot of the children have family and relatives that they haven't been able to see for a long period of time.

We looked at the beautiful architecture and the incredible monuments scattered all around London such as Big Ben, Trafalgar Square, Buckingham Palace, art museums, the river Thames and more.

We did this through reading books together and we did a group listening exercise where we listened to songs and old English nursery rhymes such as:

- London Bridge is falling down
- Hickory Dickory Dock
- Pat-a-cake, pat-a-cake, baker's man
- Mary had a little lamb
- Little Red Riding Hood

For some of the children it was the first time hearing these songs and stories, and they enjoyed this listening exercise immensely.

Young children benefit from exploring cultures through art, food and specific holidays which are celebrated.

Our group has taken a journey around the world, as we have learned all about the children's backgrounds and cultures, with each child being asked to create a poster that best represents them. The children have all demonstrated how incredibly proud they are of their family's history and have enjoyed putting this on paper to present to the class.

They have also enjoyed talking about the food they eat at home, the religious practices they partake in, and where they travel to see family. As we approach the end of term, we still have some children who will present their posters and we look forward to this every week.

In early childhood, and throughout life, feeling that you belong is crucial. Belonging is central to being and becoming in that it shapes who children are and who they can become.

In our final week of term, we will be coming back home to explore all there is to know about the beautiful country we live in and we can't wait to see what we uncover together.





# Stage 3 Photo Gallery





# Stage 4

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

## Observational

## Spring

## Painting

When we look at something with the intention of drawing it, we tend to look more carefully than usual. We see, *truly see*, the shapes, the patterns, the perspective, the colours, the shadows, the contours, and how all of the details interact.

In translating 3D objects to 2D drawings on paper, we practise getting shapes and proportion right, we learn how to show depth with shading, and we try different techniques for showing texture and detail.

Observational drawing invites children to touch it, smell it, notice the colour and the texture. But, most of all they focus on the shape of the subject. It also encourages children to observe more closely, to verbalise their thoughts and experiment with how their observations can be translated onto their paper.

A vase with an array of fresh pink Gerberas were placed in a vase to mark the first day of SPRING! We set out paper, along with a selection of complementary paint to complete an observational spring artwork. The children observed and painted the vase with the flowers, as they noticed the fine and intricate elements. The children used a recycled tile as an 'artist's palette' to mix and create their very own shades of pink, greens and yellows that they could see on the Gerbera flower.

Starting from the vase, they noted its shape of a cylinder with some coloured rocks at the bottom. Moving up to the stems, they spotted the different ways in which they twisted and turned to face the sunlight. Finally, they observed the Gerberas themselves, as some were open in full bloom, while other's petals were tightly closed, waiting for the perfect moment to bloom!

The children were encouraged to take their

time and immerse themselves in the beauty of nature, whilst enhancing their skill of observational painting. Observational drawing is part of meaningful and authentic early childhood art education. It strengthens memory and helps to develop fine motor skills as well as spatial understanding.

Children learn to interpret three-dimensional forms and represent these forms on a two-dimensional surface. Our Spring Observational artworks are proudly dancing on display in our Stage Four Piazza, where we welcome you to view and share this special learning experience with your child and family.





# Stage 4

## Photo Gallery





# Stage 4

## Photo Gallery





# Happy Birthday



## Reddam Early Learning

would like to wish a very happy birthday to

## Noa Michael & Jaden Jebamoney

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

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

