



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



REDDAM
ELS

Dee's Message

24 SEPTEMBER 2021

Dear Parents and Caregivers,

Plato wisely made the point that “Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” There is nothing like being swept up in the emotions of a beautiful song or being captivated by the virtuosity of a really good singer. Then again, sometimes a simple melody seems to come bubbling up from deep within and we find ourselves humming along to it throughout the day.

Music definitely has the ability to transcend even the toughest moments in our lives and we are sometimes reminded of special memories when we hear a particular song. Of course, it's not only us adults who enjoy a good piece of music. In fact, if there's any group of truly spontaneous singers, hummers and composers of original lyrics, it's the youngest among us.

One great sadness is that we adults sometimes become so consumed by the seriousness of life that we forget what it was like to let ourselves go and to sing just

because it feels good, no matter who is listening. It is worth imagining what life would be like if office spaces echoed with the same happy sounds of music as often seem to spill from the ELS classrooms, or if we didn't limit our musical voices to the shower or the car, when driving to work.

This past term has provided some challenging moments and it has been at times such as these that the sound of children singing has lifted the spirits. I thank the children in the ELS, whether in the classrooms or at home, for reminding us that music – and the attitude we have towards life – can make even dark times so much brighter. This has certainly been the case for the past few months.

I am grateful too that the adults associated with the ELS have brought their own 'music' to the school, through their dedication and care for the children. Whether the teachers, who show so much concern for the wellbeing of the children, or their parents,

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caregivers and other significant adults – you have all made a huge impact this past term.

While the children may be too young to acknowledge it, every reassuring word of encouragement during the uncertainties of attending school in person or online, and every bit of praise for the wonderful creativity the children have shown, has made an enormous difference in their lives. It has provided stability in the midst of ever-shifting restrictions, which has allowed the children to enjoy each day to the full.

I am appreciative too of the sometimes-unseen adults behind the scenes, who answer phones, get plenty of paperwork done, clean the campus, and do so much to keep the school running smoothly, no matter what the pandemic throws at us. To all of these admin, cleaning and support staff, I give my thanks.

We wish our Jewish families Chag Sameach, as they celebrated Sukkot this week. And we hope that all our families enjoy this short break – I know that the children attending the Holiday Care programme will certainly enjoy theirs. We look forward to welcoming you back in a couple of weeks' time for the final term.

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

Our book of the week was "Cows in the Kitchen" and the children just loved this song and picture book! We started every day with reading and singing along to the book at morning group time. The children were transfixed at the pictures on the pages as they attempted to make the animal sounds. When the story was finished, some of the children said "Again!" So we would sing it right through again. Later in the week we extended this interest by doing some cow artwork at the mini atelier. Claire and Lyla enjoyed drawing the glue onto the black pieces of paper. With a little assistance from Teacher Kiri they learned to turn the piece over and stick it to the page. Sophie and Hudson were fascinated with the glue sticks, whilst Martin and Max spent extended time concentrating on painting the glue on. Each child had a turn to engage with the book and provocation of cows and other animals as they created their own artwork.

ANIMAL SOUNDS.

Making the farm animal sounds during this song and other songs such as 'Old Macdonald' is a fun way for the children to extend their language skills. It occurred to Kiri that the children perhaps haven't had contact with these farm animals in their life! So she found some animal sounds on YouTube to show the children. We all had fun trying to make the sounds. Many of the children were intrigued to watch and take it all in.

Watching our Celery sticks grow

Earlier in Term 3 we used some cut off celery sticks to create a beautiful piece of art. Teacher Min preserved them and put them in little jars. We have watched these grow, showing the children regularly. This week we lined them up on the windowsill in the sun for the children to explore, smell and touch. We have been talking a lot to the children about eating vegetables and keeping ourselves healthy. Using every opportunity to educate our little ones from a very early age about healthy food and how it grows allows them

to make connections between experiences, concepts and processes. This is in alignment with our Early Years Learning Framework Outcome 4: Children transfer and adapt what they have learned from one context to another.



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie



Fledglings (1E)

By Tafiána Botrel, Jane Teh, and Nadia Breus

Term Three comes to an end...

In the last week of Term Three, the children in the Fledglings celebrated all their amazing achievements throughout this term.

The last focus of interest in our group was the arrival of the spring season. We enjoyed this moment to celebrate some famous artists who liked painting flowers and gardens such as Monet and Van Gogh. This week, our focus was on the work of Nicola Woodcock, an Australian artist who loves making botanical paintings. In most of her artwork, she displays vases of native Australian plants. Considering this, the teachers helped the children to make cardboard paper vases, entwining strings all around them. After the vase was ready, the children had a display of flowers to choose from and create their own ornament, by weaving the flowers in between the string.

This week was also time to reflect on all the amazing experiences we had during Term Three. Every day at afternoon teatime, we displayed a slideshow with the photos of this term. The children got very excited seeing them on the screen. This experience helped us to revive the children's interest in dinosaurs, and we set up the dinosaur toys again for the children to explore.

On the deck, the children spent a great time this term challenging themselves on the obstacle course, balancing their bodies while moving around the equipment frame, not to mention all the jumping off boxes we got to witness from the children! And although this was a major interest in our group, it is undeniable how much the children loved exploring the different vehicles in the sandpit as well.

It has been a term full of memorable experiences and the last 10 weeks gave us the opportunity to learn and have fun through the pandemic times. We are looking forward to the new activities in Term Four, as we are sure the children will bring many more interests to share with our group.

Whether at Reddam or at home, have a great school holiday time!

Outcome 1: Children have a strong sense of identity. Children feel safe, secure, and supported. 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

Counting stars

The Kookaburra class love to count. It all started with the story 'Abigail' by Catherine Rayner. Abigail is a giraffe who loves to count. It is her very favourite thing. But when she tries counting Zebra's stripes and Cheetah's spots, they just won't sit still. It's hopeless! What will Abigail do? This lovely book inspired our current artworks display of glittering stars and numbers.

Counting is one of the **first experiences of maths** for young children. Learning to say numbers can begin with a favourite song or rhyme and the repetition of the number names. Children will often say numbers before they visually recognise and identify individual numbers. In our real-life situations we can relate numbers to quantities. Using counting to combine and separate groups of objects develops children's understanding of the operations of addition and subtraction. Children come to understand that when groups are combined the count gets bigger, and when groups are separated the count gets smaller.

Teaching children to count involves more than helping them learn the numbers one to ten. It involves helping children understand the meaning of numbers. Counting is the beginning of a child's mathematical journey and something that is part of our daily routines as we make counting a fun part of the day. The more experience children have with counting, the more they will learn the meaning of numbers. Understanding the meaning of numbers takes experience with counting lots of things

Outcome 4 (p. 35): Children create and use representation to organise, record and communicate mathematical ideas and concepts. Outcome 5 (p. 40): Children demonstrate an increasing understanding of measurement and number using vocabulary to describe size, length, volume, capacity, and names for numbers.

When I grow up.....

This term's provocation has given us the opportunity to immerse ourselves in role-play scenarios. We have played at being athletes, doctors and nurses, paramedics, fire fighters, office workers, hairdressers, beauticians, and chefs. We have talked about being gardeners who look after the plants and farmers who grow different types of crops such as oranges and strawberries and the farmer who looks after the animals. We have also pretended we are pirates who sail the seven seas looking for treasure. There are so many possibilities of what we could be. What will you be when you grow up?



Stage 2 Photo Gallery



Stage 2 Photo Gallery



Stage 3

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

Last week, the children listened to the story 'If Mum and Me Were Mermaids' by Pauline Stewart. This picture book takes a look at what we would do if we were mermaids. We joined this mother and daughter as they braid their mermaid hair, swim with dolphins, and laze on the rocks sipping coconut milkshakes. The children also looked closely when the mermaids were picking up the rubbish from the sea and became quite concerned for the sea animals wellbeing. Following on from this experience, we had an amazing group time about keeping our oceans clean. The children looked at a book called 'What a Waste' which is all about rubbish, recycling and protecting our planet. They learned about the island of rubbish, which is when rubbish in the ocean is carried by moving water until it forms gigantic floating patches. The biggest of these patches is in the North Pacific Ocean and mainly contains plastic. The children looked at pictures in the book of all different types of plastic. Then they watched a short educational video from Happy Learning called 'Water. Looking After our Planet' where the children saw the effects of plastic going into the sea and even when pouring things like oil and paint down the drain. Yet it also ended saying there is always a solution and children can make a world of difference. After watching the children spoke about what they learned and watched.

Gabriel: No oil in the sea. Do not pour it.

Adam: We don't put rubbish in the water.

Ashlee: When we put rubbish in the sea the animals might get sick.

Lily: The poor froggy got sick because it eat rubbish.

Vasia: People put furniture in the water and that's not good.

Noa: The seal was playing with the plastic wrapper. It's not a toy.

Marvin: Fishing net.

Ren: Little plastic turtle, bird and fish eat.

Ashlee then made another observation. "When my dog make a mess at home we clean it up. We need to do the same for our ocean animals."

Back to the book the children learned how they could help clean up the oceans with the slogan 'Take 3 for the Sea.' This is when they

are at the beach or near any water to take 3 pieces of rubbish away and recycle any recyclable materials. They took this notion to the front playground where Ashlee, Adam and Vasia picked up rubbish and put it in the bin. Afterwards they all washed their hands.

As with any experience, to help the children really understand the meaning, is to make it tangible. Christina set up a small version of an ocean with shells, sea animals, coral and even some rubbish and plastic. The children's job was to help clean the ocean. They used the tongs to pick up all the rubbish out of the ocean to keep the animals safe and healthy. They even noticed some of the animals were caught in plastic bags. Below are some of the children's comments.

Noa: The water is getting more clear.

Lily: Oh no! The shark is stuck in the plastic.

Annabelle: The sea has too much rubbish.

During free playtime the children were invited to participate in a collaborative art project to help present their understanding of ocean conservation. They used an old holiday program board as the canvas. The children then picked the colours they wanted for the ocean, blue, green and white. They painted the ocean with plastic bubble wrap. This had been reused from a delivery from Christina's home. They dipped the bubble wrap into the paint and then stamped and used a sweeping motion to go across the surface. The children did this in smaller groups.

The canvas was given time to dry over the weekend. The children collectively decided to make an octopus. Noa volunteered herself to draw the oval for the octopus' head. The children had been gathering yoghurt lids from across Stage 3. They glued these yoghurt lids on to the octopus' head to represent the amount of plastic that the ocean animals ingest by thinking it is food. The next day, the children used recycled tin foil to create eight long legs for the octopus. This was a fabulous collaboration by the Stage 3R group. Lauren also joined in at home by making her own recycled starfish out of a cereal box, some plastic and tin foil.

Stage 3

Photo Gallery



Stage 3

Photo Gallery



Stage 4

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

An Indigenous perspective on their connection to the ocean

Our termly provocation is 'Ocean, Rivers and Creeks' for Term Three. We wanted to extend on this interest by highlighting an indigenous perspective on the ocean and their connection.

Indigenous cultures instil a deep connection with the ocean. This importance is taught to each new generation. Hunting, fishing, collecting, and looking after culturally significant sites have always been an important part of Aboriginal and Torres Strait Islander cultures.

Due to our close proximity to Sydney's glorious beaches, our children hold a close connection to the ocean and the creatures that live there also.

This week during morning circle our children commented that they visited the beach over the weekend. We discussed how we visited the beach for fun, relaxation and to exercise.

I asked the children how they connect to the ocean and what they love about being at the beach or in the water.

During group time we discussed how the oceans, rivers and creeks mean so much more to the Indigenous communities. During a group time our children observed a display of Indigenous art called 'Earth meets the ocean'. We set up a collection of books that displayed artist drawing ocean and ocean animals.

After the group time each child was invited to draw an Indigenous-inspired piece of art of the ocean, the beach or an animal.



Stage 4

Photo Gallery



Stage 4 Photo Gallery



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

**Samuel Radlovacki, Aiya Ben-Menachem, Luca Rae,
Jackson Jandegian & Rochelle Hua**

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

We hope you have a fabulous day!

