



# REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



## Dee's Message

22 OCTOBER 2021

Dear Parents and Caregivers,

Confidence in our abilities and a belief in who we are is a process which starts very early in our lives and continues until old age. We all go through times during which we feel supremely confident in our ability to achieve a task, while there are other moments in which we feel challenged and unsure. However, as one person has put it, "Confidence is like a muscle. The more you use it, the stronger it gets."

This is just as true for young children as it is for adults. Faced with a sometimes-dizzying array of new experiences and challenges, it is easy for children to feel overwhelmed. And one failure can often leave children hesitant to try again, for fear of the same result. This is even the case with seemingly mundane daily routines and the 'milestones' which we sometimes expect them to achieve at certain ages. It's certainly not unusual for parents and teachers to become concerned when a child appears to lag behind others of their own age.

However, I enjoy an analogy used in a recent article which looked at self-care in young children and how we can build confidence in their ability to master daily tasks such as dressing themselves, washing and feeding themselves, and so on. Speaking metaphorically, an early years specialist reminds us that, "our role is to give children the key to the door and resist the temptation to try and push them through it. Open the door for them if necessary and encourage them to walk through it themselves at their own pace."

This is where continual communication between teachers and parents is so important. It may well be that a child shows more confidence in one context than in another, and as such there is a valuable tool for us as adults to use as we help the children to grow in confidence in all scenarios. Flexibility in routines also allows children of varying abilities to develop their skills without feeling pressurised to keep up with others around them.



# Dee's Message

As the Early Years Learning Framework puts it, "Children's developing resilience and their ability to take increasing responsibility for self-help and basic health routines promote a sense of independence and confidence." The key words here are "resilience", "responsibility", "independence" and "confidence". These are inextricably linked to the children's constantly developing sense of who they are. These four aspects of all of our lives have their foundations in the earliest years and it is critical that we provide an environment in which they can be developed without feelings of stress or being compared to others. For this I am most grateful for the continuing dialogue between our parents and teachers.

Have a wonderful weekend!

**Dee Pitcairn**  
Principal





# The Nest (1R)

Kiri Winders, Helena Zhang and Min Pattarasiritanarat

## New Bikes

The children were so excited with the introduction of new bikes and ride-on toys in the Nest! Naturally, the children were very keen to get in and try them and sometimes even competed for their turn! The Nest educators took this opportunity to support the children in their learning about turn taking and sharing. This is a big adjustment for the children as they learn to wait, ask for their turn and refrain from grabbing from one another as they develop their independence. The children are able to use their verbal and non-verbal communication to express their needs and desires. Over the course of the week, we taught them to ask for their turn and wait. We saw a noticeable shift in their learning, as many started to stop and ask, or accepted that it was someone else's turn. Social skills are a huge part of the children's learning here in the Nest, as they become capable of playing alongside each other in a harmonious way.



## Under the sea

Our provocation this term is 'Under the Sea'. We have been reading about sea animals in our book "*There's a commotion in the ocean*" by Giles Andreae and David Wojtowycz. The children are familiarising themselves with the various sea creatures as we talk about their different characteristics. This week we created some beautiful fish in the sea collage at our mini atelier, where the children all enjoyed painting the water background and sticking on the fish. There is a beautiful display of the artwork at the entrance to the Nest.

## Music time

This week we enjoyed an online Music Lesson with Teacher Tanya. She played her little ukele and sang songs with the children using various shakers and props. The children were highly engaged and loved this lesson! We look forward to more lessons in the coming weeks.





# The Nest (1R)





# Fledglings (1E)

By Tatiána Botrel, Jane Teh, and Nadia Breus

## Butterfly Journey

In Term 3, the children developed a greater interest in butterflies after reading the book "The Very Hungry Caterpillar" several times. At that time, we planned a surprise for the children by ordering a chrysalis to show the children how the cocoon becomes a beautiful butterfly. Unfortunately, due to the pandemic, the chrysalis only arrived at the end of Holiday Care.

The children were so excited and curious to observe the two cocoons and they also helped us by keeping them healthy and safe in their small house. Soon enough, we got to school and found two beautiful butterflies. The children helped the teacher to build a bigger house for the butterflies, adding some tree sticks and leaves to a box. We looked after them by giving them fruit nectar and water. Once they were ready, we released them into the garden on the deck and watched them flying up high, ready to start their adventure in nature.

In the Atelier, the children documented this experience, by observing the butterflies' colours and patterns and then drawing on a paper with markers.

*Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. EYLF, 2009.*

## Rainbow Fish

This week, the children explored the book "The Rainbow Fish" by Marcus Pfister. In this book, the author tells the story of a fish with the most beautiful scales, who is not so willing to share his beauty with the other fish in the ocean. We used this context to illustrate to the children how nice it is to share and play together, as this kind of conflict is starting to appear more often in our routine, due to the children achieving new milestones in their development.

At group time, we spent some time recollecting

the story of the Rainbow fish and added activities that encourage the children to kind to one another and to share during play time. For example, Teacher Tati had a bag full of sea animals and she shared them amongst the children as we all sang the "Slippery Fish" song.

In the Atelier, the children spent time creating Rainbow fish by making a colourful collage with different materials and textures. The children also used the plastic lids to create patterns on top of the fish picture.

Next week, the children might have a surprise in our classroom... What might it be?

*Outcome 1: Children have a strong sense of identity. Children learn to interact in relation to others with care, empathy and respect. EYLF, 2009.*

## National Bird Week

This week we celebrated National Bird Week. National Bird Week 2021 took place between Monday 18 October and Sunday 24 October. The celebration of National Bird Week has its origins back in the early 1900s. BirdLife Australia organises and promotes Bird Week with the goal of inspiring Australians to act and get involved in bird conservation efforts.

The Fledglings have been interested in birds for a long time, always watching them outdoors, paying attention to their noises. A few weeks ago, the children enjoyed copying their sounds, as they pretended to have conversations with the magpies that were on top of the tree.

In the light box, Teacher Jane set up a beautiful display with some of their favourite Australian birds. The children had fun flying them around the branches and around the classroom. Some children enjoyed observing the toy birds one by one, placing them in different positions on the light box.

# Fledglings (1E)

By Tafiána Botrel, Jane Teh, and Nadia Breus

We took this opportunity to engage the children in a sensory activity with feathers, encouraging them to describe the feelings they had when the feather touched their skin, on their hand, face, arms etc. The children enjoyed blowing the feathers, watching them gracefully landing on the floor.

*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.*





# Stage 2

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

## Jack and the beanstalk

Last term in September the Kookaburra class's interest in the garden lead us to a science experiment germinating seeds in a bag. Placing the seeds in a clear bag is a fun way to view how seeds transform into plants. Seeds don't need soil to start germinating, so you can place them in a sunny window and they will start sprouting right away. This allows us to watch how seeds sprout, which is a process normally hidden by dirt. All you need is dried beans and some plastic bags, cotton balls and water to make these seed germinating bags. The seeds started to germinate in the bags and the children were excited to see the roots appearing. The children took these home with a note and, this past week, they excitedly shared just how much the bean seeds have grown, by sending pictures in of their plants. Just like the story *Jack and the Beanstalk*, we may be able to climb to the sky.

The Kookaburra's provocation this term is titled Earth Friendly Me and was inspired by the children's interest in nature. We started by reading the story '5 Little Men in a flying saucer' by Dan Crisp about five little men who come to visit Earth from Outer Space but they don't like what they see. The story provided an opportunity to build on children's existing knowledge and skills to enhance their learning about the environment. Our daily acknowledgment to country says that we promise to look after the land and the animals. How will we do this? What changes can we make for our world to smile and not be sad?

Discussions have revolved around the words: pollution (dirty air), rubbish, chopping trees and dirty water. There is already an understanding of environmental issues and the consequences as the children made their thinking visible through sharing their thoughts. When questioned about where the dirty smoke was going, Rafi said "In the air and we breathe it." The class agreed that this was not good. We talked about ways

we could help by not making so much pollution and Thomas said, "We could walk or bike to school" instead of driving cars. Oliver said that he has "3 rubbish bins and that he puts rubbish in one of the bins." Edwyn showed concern that "the animals can't find their homes" when the trees are chopped down. When questioned about the trees, we talked about needing the trees as they give us the oxygen we breathe in. Thomas said they make "paper from the bark". When questioned about a picture of a ship in water there was a spill of mud (oil) and Hunter said "the fish would get sick", with Myka adding her concern about the penguins getting covered in oil over their bodies.

*EYLF OUTCOMES: 2.1 Children are connected with and contribute to their world. Children become socially responsible and show respect for the environment.*





# Stage 2





# Stage 2





# Stage 3

By Christina Mandalidis, Susan Casey, Jason Corrigan, Sarah Gardener – Ventura and Yuliya Ginis

This week, Stage 3D embarked on our new provocation for Term 4, 'Famous Artists'.

As we begin our last term in Stage Three, the teachers have been closely listening to and observing the children to understand what new interests they share with each other. With the recent change in season from winter to spring, the children have noticed the trees growing their bright green leaves, the flowers blooming and the sun shining warmer. This has transferred into the classroom where children have brought in little treasures from their nature walks such as flowers and pebbles.

The children have brought these items of nature to the Mini Atelier to paint, which sparked the idea of looking at pictures of Monet's Garden at Giverny. Claude Monet's Garden at Giverny is probably the most famous garden in France. Monet painted some of his most famous paintings whilst living at Giverny. These included his water lily and Japanese bridge paintings.

This newfound interest in learning about artists and their different styles has led us to our Term Four Provocation, 'Famous Artists'.

Our next term will be used to enhance this excitement expressed by the children and this will allow them to continue to expand their thoughts, form discussions, ask questions, share interests, be creative and contribute ideas.

Our mirrored corner of the classroom has been transformed into Monet's Garden, consisting of a river, flowers, lilies, and of course the Japanese bridge. At the Mini Atelier, a small art easel has been set up with water colour paints. Next to this beautiful set-up is an art easel with some watercolour paints. The children were invited to do a still life painting of a bunch of flowers, inspired by Claude Monet's paintings. The children were introduced to two book, 'Linnea in Monet's Garden' and 'A picnic with Monet', both creating extra inspiration.

We spoke about the flowers in Monet's Garden and some of the children suggested maybe it was spring or summer as the leaves were green and the flowers were blooming.

Extending this observation, the children were invited to read a story called 'The Story Orchestra - Four Seasons in One Day' by Courtney Tickle. In it we discover what it would be like to travel through the four seasons in one day. We follow a little girl called Isabelle and her dog, Pickle, as they take on the adventure of a lifetime. As a sign of the changing seasons, Isabelle carries a little apple tree with her, and we see it bud, blossom and lose its leaves. Every page played a song making the story come to life with music from Vivaldi's Four Seasons.

The children were then introduced to the light table in the classroom which had been beautifully decorated in some flowers and pond lilies just like the ones in Monet's Garden.

Over the coming week we will be learning about the many famous artists over the years and looking at their stunning artworks.





# Stage 3





# Stage 3





# Stage 4

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

***“A work of art is a world in itself reflecting senses and emotions of the artist’s world.”- Hans Hofmann.***

Last term, as we travelled around the world discovering different countries, we found ourselves visiting the world-famous Louvre in Paris. This sparked the children's curiosity in Art, inspiring many of them, with some children even wanting to be artists one day. “I would love to go to Paris one day and visit the Louvre and see the Mona Lisa,” said Sivan with a big smile on her face. “I have been to lots of galleries with my Daddy when I was a baby,” added Lucy. “On my nana’s wall where her bedroom is she has Starry, Starry Night like the famous one in the gallery. I’m not sure which art gallery it is?” said Owen.

This term we will be delving deep into the world of art, discovering the works of many artists, and using their works as an inspiration to recreate our own interpretations. We will be using different mediums and art styles to experiment and take risks just like many of the artists that we are inspired by once did.

During group time this week we explored the Brazilian artist, Romero Britto. Romero is famous for his distinct colourful artworks that combine cubism, pop art and graffiti. He uses patterns, vibrant colours, and bold patterns as a visual expression.

Two of his art works we looked closely at were ‘Inspired Hearts’ and ‘True Apple’. We talked about the different patterns he used, and we discussed the colours and main subject matter.

With Halloween soon approaching, we used Romero’s artworks as inspiration for our next wall documentation. We used oil pastels and vibrant watercolour paints to create our very own pumpkins.

We will also be celebrating Halloween. This has been inspired by the children’s fascination for all things spooky, creepy,

ghostly and scary. As the lead-up to Halloween approaches there has been lots of excitement amongst the children.





# Stage 4





# Stage 4





# Happy Birthday



## Reddam Early Learning

would like to wish a very happy birthday to

## Luca Spencer Asken and Samantha Min

who celebrate their special day this week

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

