



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

29TH OCTOBER 2021

Dear Parents and Caregivers,

The Ancient Greek philosopher, Heraclitus, once said that "There is nothing permanent, except change." As we all know from personal experience, change is that aspect of our lives which makes the adventure of living so much more special, while at the same time it often fills us with dread.

Over the past two years, the world has come face to face with some of the most dramatic challenges in human history and this has inevitably forced us to change the way we interact with others, conduct business, and go about our daily chores. There is no doubt that it has caused enormous disruption and anxiety, while at the same time encouraging ingenuity and creativity. It is a reminder that we have the choice of how to deal with change – either to see it only as a threat to our stability or to embrace it as part of the learning experience of life.

Although their experiences of life are still somewhat limited, the young children in the ELS are no less affected by change than we

adults are. And they too can feel overwhelmed by changes to their routines, as well as with the loss of familiar places and faces they have come to rely upon. It is critical that we adults, whether teachers or parents, walk alongside them during these changes, challenging them to try new things, as well as reassuring them when they feel daunted by the unknown.

As the Stage 4 children prepare to move into 'Big School' this can be just such a time – exciting but also intimidating. And as we step into the last month or so of the school year, we can play a vital role in preparing them for the next step. We can remind them of how far they have come, by looking through their Reflection Journals and showing them how their artworks have changed during the year. We can look back and recall special moments during which they showed maturity, and when their 'cleverness' revealed that they are definitely ready for Kindy.

Dee's Message

Maintaining open channels of communication is really important. Now, as the year draws to an end, it would be good to talk about what they are looking forward to and also to find out what they are worried about. Having conversations early – and maintaining these throughout the time of change – will give children a sense of continuity and stability. By sensing various adults' belief in their ability to make the change they will also grow in confidence. Most importantly, they will know that the significant adults in their lives are there for them when they might feel a bit wobbly and unsure.

The staff and I look forward to walking alongside all our families as the end of year approaches, and in particular to reassuring the boys and girls of the ELS that they have what it takes to embrace the future with confidence.

Enjoy your weekend, especially as you face an onslaught of ghoulish creatures and spooky visitors!

Please also follow [this link](#) to access our online Uniform Shop.

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Helena Zhang and Min Pattarasiritanarat

All About Halloween

This week we celebrated Halloween in the Nest! The children have been fascinated with spiders and other creepy crawly creatures lately, so Teacher Min decided to get the children to help her decorate the big tree in our entrance way. Each of the children took a turn to be lifted up to add a spider or creature to the tree. Eugene said “yucky” when he added his spider. Others were fascinated with the special web-like textured hanging plant which Min added to the tree for a spooky effect. The children loved touching it for a different sensory experience. This was a wonderful activity for the children to feel included and engaged in a classroom creation that they could be proud of.

At the atelier, the children were engaged in creating their very own Halloween pumpkin crafts. They enjoyed brushing the bright orange paint onto some paper cups like pumpkins and colouring in pumpkin shapes. The children all love to express themselves through painting. We took the time to talk with them about the colour orange and the vegetable pumpkins! Perhaps we could make some pumpkin soup to give them a tasting experience also. We have hung this artwork for our parents to see when they come into the room.

Dress up day is always fun, and it was such a delight to see our little ones dressed up in their Halloween suits for the first time! We could tell by the big smiles on their faces that they were happy to be dressing up and joining in on the fun. It's been a super fun week!



The Nest (1R)



Fledglings (1E)

By Tafiána Botrel, Jane Teh, and Nadia Breus

Talking about the “Rainbow Fish”

A big part of our provocation in Term Four is encouraging the development of children's communication skills. Although this week our focus was all about Halloween, we also promoted activities that encouraged children's speech and vocabulary.

At circle time, the teachers encouraged the children to narrate the story of the Rainbow Fish, using craft puppets. The characters were displayed in the middle of the circle, and as the story went on, the teachers invited the children who wanted to have a turn to act out their roles. In this process, the teachers started telling the story and the children either described what happened next or they finished our sentences. Repeating the same book, same song and same activities will provide the children with new opportunities to discover and improve their vocabulary.

In the sandwich shop, the children are having the best time creating all the different kind of sandwiches. In this corner there are only two chairs placed at the table, so we can promote small group play. It has been amazing to observe the children starting to have interactions with each other, as they decide what ingredients to use in their sandwiches.

Halloween, and the Witch on the broom!

This Halloween we used the book “Room on the broom” by Julia Donaldson to support the spooky activities that we planned for this year's celebration. At the main table, the children explored the sensory tub with coloured rice and beans. Hidden in the tub there were all the characters from the book. The children enjoyed digging the rice and dipping their hands into the rough (but somewhat soft) texture, to find the witch, the cat, the dog, the frog, the bird and the dragon pictures.

Still inspired by the “Room on the broom” book, in the Atelier the children created their

broomsticks, and “Whoosh, they were gone!”. They threaded beads in the pipe cleaners, demonstrating good control of their eye-hand coordination, not to mention perseverance and focus to hold the little beads with the point of their fingers.

In the Atelier, the children were invited to make colourful drawings on black paper. Children were excited to ask the teachers to make them big spider webs!

At group time, we discussed things that scare us. We all had a lovely conversation about fearing monsters, dinosaurs and the dark. But there were also some brave children who were not afraid of anything, not even of pirates! The conversations in our group times have become richer by the day and it's been amazing to witness their growth.

Outcome 5: Children are effective communicators. Children interact verbally and non-verbally with others for a range of purposes. Children engage with a range of texts and gain meaning from these texts. EYLF, 2009.



Fledglings (1E)



Stage 2

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

Celebrations!

This past week was all about Halloween festivities and preparing for a party of fun and spooky things. The Kookaburra class enjoyed the storytelling of a "walk in a dark wood", a story told by the teacher with drawings. The children were then invited to create their own woods with natural materials and googly eyes. When they finished their artwork, they were asked to turn on their imaginations as they were invited to come on a walk in the dark, dark, woods and encouraged to finish off the sentence, "I went walking in the dark woods and what did I see? I saw a looking at me." Who was in the woods? Were they being watched? What were they doing? Where were they going? Please take the time to read who was watching us in our "spooktacular" wall.

To contribute to the Halloween atmosphere, we also made ghosts, where we practised our scissor skills, and monsters which we created with stickers. The children in the Tree Frog group decided to use a stamping technique with images cut into potatoes of spooky things.

The stories read included the 'Meg and Mog' series by Helen Nicoll and Jan Pieńkowski. Meg is a witch who lives with her cat, Mog, and Owl and we have enjoyed reading about their adventures this week. We also read 'Scary night' by Lesley Gibbes, about three friends who set out on a journey. Hare with hat, Cat with a cake and Pig with Parcel. But where were they going in the dead of the night, tiptoe creeping in the pale moonlight? It was a mystery!

Our dress up days were so much fun, with an array of characters from witches, princesses, superheroes, fire breathing dragons and skeletons. We enjoyed trying not to get stuck in the spider's web on the dance floor as we grooved to the tunes of the Monster Mash, the Flying Purple People Eater and Thriller.

Celebration days like this bring joy in a creative and fun way during these uncertain times and we thoroughly enjoyed this past week. We hope you all have a GHOUHLISSSSH and WICKED Halloween!



Stage 2



Stage 3

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

In the perceptual atelier, the children were introduced to new Montessori material. The large moveable alphabet is a key part of the Montessori Language curriculum. The material primarily teaches the children how to develop their knowledge of the alphabet and thus their written language skills. The moveable alphabet is a very versatile material as it has endless learning extensions that teachers can build upon to challenge children's increasing language competency. It is known as one of the most diverse materials in the Montessori curriculum. The moveable alphabet consists of a box with 26 compartments. Within these compartments are letters of the alphabet, all in lower case. Consonants are pink in colour and vowels are in blue.

Last week, the children were invited to take turns to find their initial name sound. For some of the children this was a little tricky as they only recognise their sound in the capital form. Instead, they found other sounds from their names, or even their mum's, dad's, brother's, or sister's initial name sound. Becoming a little more familiar with the material this week, the children's abilities and confidence with the material has grown, to where they are now using the large moveable alphabet to build short three letter phonetic words. We will continue to work with this material for the rest of the term. So far, they have built words such as CAT, PEG, WEB and NET.

We have also introduced a show and tell rotation in Term Four. Show and tell gives the children an opportunity to stand in front of their friends and speak about a topic that interests them or share something special that they love. It helps to build confidence and allows the children to develop effective communication skills. You can help your child to prepare for their turn, by prepping them with some 'W' questions: Who, What, Where, Why and How? This week was Hector and Noa's turn.

"I brought the heart of Tufiti. I'm going to tell you the story. So they left it with voyagers

and then they they Tekka the Lava monster and then they turned into Tufiti and they found the Maui and then they went home. And then that's the end.' Noa

"Where did you get it from?" Nina

"My daddy." Noa

"Why is it special for you?' Daliya

"Because my dad got it for me." Noa

"EHH Susan, my mum said it glows." Noa

"Why is it special?' Clara

"Because it's from my dada." Noa



Stage 3

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

“Cookies, I made cookies with my mum and my sister. First we put white sugar, we put vanilla and butter, and then we mix it around and then then chocolate chips, and we mix it around again. Then we make to balls and we put in the oven and now I will et my cookie, because my mum said it.” Hector

“Where did you get it from?” Nina

“From the oven.” Hector

Lots of giggles....

This week we celebrated Halloween. While it may be an occasion which we usually associate with the United States and Ireland, it has certainly gained a foothold in many communities around the world. It is worth remembering that its origins are in ancient Celtic traditions and in what was originally known as All Hallows Eve. Not that any of the history of the event would have too much impact on modern children, however, who love nothing more than getting dressed into some fantastic costume and going trick-or-treating. Of course, there are the usual Halloween objects associated with the day, such as skeletons, ghosts, bats and pumpkins. At the Atelier, the children were invited to create their own skeletons and ghosts using cotton tips and paint with some googley eyes to decorate



Stage 3



Stage 4

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

One Hundred languages of Creativity

Creative thinkers are the doers of the future. At Reddam we are inspired by the Reggio Emilia approach to learning. We pride ourselves on exploring the creativity that lies within each and every child as a unique individual; promoting awareness of their own decisions to learn.

We believe that each child is an artist from a young age, and as such, learning about world famous artists when they were young is usually well received by the children. We promote the idea that they too can be a famous artist if they wish to.

My group has a strong interest in the arts, especially in making and creating. Each of my children has expressed a strong individual desire to be creative. Some children have been observed engineering detailed creations with magnets. Other children create wonderfully elaborate collages with multi art media.

Learning about famous artist and exploring art history offers our children an unforgettable experience. It is a chance to connect, understand, and explore concepts, feelings and thoughts. Early exposure, observing and creating art, fosters curiosity in children – curiosity about the world around us and the artists who helped to build our history. Observing works of art helps to connect our children to the passion of doing what they love, and never giving up on what they believe in, no matter what stands in their way.

Our children respond well to learning about the lives of famous artists, especially engaging in stories of what the artist was like as a child. Appreciation for art from the earliest age helps broaden each child's knowledge about the world, countries and cultures.

We started the last term by sharing stories about the life and works of Henri Matisse.

The children explored how Henri used scissors to make art. We read "Drawing with scissors" and looked at the shapes he created by using brightly coloured paper and his scissors. The children took a pair of scissors and set to work, each child first drew the shape of a pumpkin and used this shape as their base. These art pieces were presented in the hallway as part of our Halloween celebration, inspired my Matisse and his cut-it-out shapes.

Arianna: I like the bright colours.

TC: Instead of using a paint brush he used scissors instead.

Sienna: I can write his name.

Jaden: My pumpkin had a zigzag mouth.

Ryder: Henri makes art, cutting out colours with scissors.

Francesca: Henry Matisse isn't alive anymore.

Felix: He used a really big pair of scissors.

Hugo: Henri Matisse comes from France, the same place as Margaux and her mum.



Stage 4



Happy Birthday

Reddam Early Learning
would like to wish a very happy birthday to

Chenglin Wu, Artie Bond and Freya Lan

who celebrate their special day this week

We hope you have a fabulous day!

