



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

5TH NOVEMBER 2021

Dear Parents and Caregivers,

All the dressing up which happened last week as a result of Halloween transformed the ELS – and indeed many parts of the world. Suddenly, children metamorphosed into ghosts, skeletons, and monsters, while others chose the more romantic route of becoming princesses and superheroes.

While Halloween might have been the special day which prompted the sudden flurry of fantastic creatures, as we all know only too well, little people love nothing more than a good dress-up. Placing a few different clothing items in an ELS classroom or around the home is an open invitation for exploration and creativity, as children are quickly transported into the worlds of their imaginations.

As one person has put it, "Play is our brain's favourite way of learning." And there are few more enjoyable ways to play than to don a cape and rush off to save the world; or place a crown gently on one's head as

one imagines strolling through your palace. These simple actions engage a child's brain in a powerful way, as they recall what they have heard from others before and relate these to how their new character would likely behave or speak.

Dressing up encourages children to explore language and solve problems as they play. Imagination, socialising, imitation, and a whole lot of fun – this is what dressing up gives our children as they play their way to understanding more about themselves and the world. Long may they continue to be enthralled by this wonderful opportunity to grow and to have fun.

Wishing our families a Happy Diwali

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

**Dee Pitcairn
Principal**

The Nest (1R)

Kiri Winders, Helena Zhang and Min Pattarasiritanarat

We had a fun start to the week with some outdoor play. The children were really interested in the sticks that had been blown onto the grounds over the weekend. A group of children worked out how to poke the sticks into the little holes on the playground equipment. It was wonderful to observe them in their little imaginary worlds, chatting away to one another. Eugene took his stick and pretended to drill in the screws on the equipment, Hudson ran over to Helena and beckoned her over to show her. Lyla showed Kiri how she could twirl the leaves between her fingers. Clare, Zoe, Rochelle, Max and Sophie all spent time poking the sticks into the holes. It's amazing how the children can resource their own learning when left to their own devices.

Indoors we set up some water play with pretend seaweed for our 'under the sea' interest! We made some stringy seaweed with green crepe paper and added our toy sea creatures. The children were fascinated with the "seaweed" swishing it around in their hands and watching the water turn green. We didn't realise it was going to emit such a dark green stain, so we ended up tipping the water out and running clear foamy water. The children loved this and played for an extended period, dipping and swishing and singing 'baby shark'!

The children have really been enjoying playing with the toy life-like fish. Some of the children are starting to say "fish!" Every morning we go to the fish tank to greet our little pet goldfish and to give him some food. The children love this process as they watch and wait in anticipation for the little fish to gobble up the food that we drop into the tank. It is a lovely way for them to start the day especially if they are feeling a little unsettled. We then go to eat our own morning tea! The children are learning to look after our fish by feeding it as well as looking after themselves through eating healthy food.

Teacher Helena gathered a small group



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around her to look at the life-like model of the turtle. They were all eager to touch it. Hudson, Sophie and Bella were especially intrigued and were eager to grab it. Helena turned it into a game of 'gentle hands' and taking turns. They were all able to follow the instruction and demonstrate their gentle hands!

We enjoyed lots of music and dancing time this week! We love to start with our favourite song "Twinkle little star". It was so cute to hear our little ones singing along and waving their little hands high up into the air. "Sleepy Bunny" is another class favourite. The children are learning the actions to this song, which include "sleeping" on the ground and then jumping up to hop like a rabbit! This really captures their imaginations as we see them getting into their world of pretend. As we have been interested in sea animals it only seems fitting that we include "Under the sea" and "Baby Shark" to finish our session! The children absolutely love to jump and dance to this one. There are lots of giggles of delight that fill the room!



The Nest (1R)



Fledglings (1E)

By Tatiana Botrel, Jane Teh, and Nadia Breus

Brown Bear, Brown Bear what do you see?"

Continuing to explore our favourite storybooks, this week we got back to read one of our favourites – “Brown Bear, Brown Bear, what do you see?” by Bill Martin Jr. All the Fledglings are very familiar with this storyline, and they enjoy looking at the different animals on each page.

Using this book as a starting point, this week we promoted many activities to encourage children’s development and improvement of their language skills.

At the table, the children found animal counters in different colours and they were invited to sort them into the coloured tray. While exploring this resource, the teachers could observe the children recollecting the story, as they announced the animals they found, for example “blue horse” and “yellow duck”.

At group time, we explored the “Brown Bear” book. We asked the children to help us read the pages, by either trying to remember what animal comes next or describing what they see. It was amazing to watch the children becoming increasingly confident to express their ideas and knowledge. Children are becoming more participative in circle activities each day.

Considering all this talk about the Brown Bear this week, we played the Bear Hunt game in the afternoons, getting the children to go on an adventure to find the little teddy bear which the teachers had hidden around our classroom.

The highlight of our week in the Fledglings was the arrival of our new pet fish. The children loved looking after our butterflies during Holiday Care, and as we got through “The Rainbow Fish” book and also the goldfish in the Brown Bear book, we thought it was a good idea to bring a pet to our classroom, to encourage the children to

nurture, observe and research our new friend, in order to become responsible for its wellbeing.

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



Fledglings (1E)



Stage 2

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

The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences. Loris Malaguzzi – Reggio Emilia founder.

As the children explore the outdoor area each morning, we try to capture their interest by discussing the ever-changing environment. As spring has now sprung, the Thursday/Friday children have taken a keen interest in the garden. The watering buckets first sparked Brooklyn's interest as he watched staff fill them to water the thirsty and thriving garden. Max and Matilda joined Brooklyn as they were given the task to water each of the plants. Matilda shared this newfound interest in all that grows with the Monday to Wednesday children.

Benjamin loved pouring the water on the castle and as a project Sarah and Teacher Sarah searched for water play equipment that would help our friends in their spring environment. The children are showing that they are watching their world around them as Sarah and Harriet wanted paint brushes to 'paint' the new wooden panelling. They soon realised that this was a fun way to be part of the water play when friends were using all the watering cans. Many friends joined in as they enjoyed watching the effects on the garden with the water.

Having a range of possibilities attached to the water hose has made the children see all the positive effects that the water provides us with. They have noticed the flourishing garden plants and how the hose cleans and changes their environment depending on what is available for them to play with.

As it is spontaneous play, we discussed with the children how they would like to extend their interactions in the garden.

Hugo told us he'd like some suds and bubbles along with some scrubbers. Emily

wants more plants to water. We talked about how the strawberries have just begun to sprout in the corner beside the castle and what encourages them to grow – sunlight and water. It now seems to become ingrained in our morning routine: once we have applied our sunscreen, a group of children explore what's changing in the garden as they water the plants to give them a big drink.

The possibilities are endless outside for this group as they explore the changing environment around them with their own sparks of interest.



Stage 2



Stage 3

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

The Joy of Reading, Storytelling and Imagination

Dr Seuss wrote “The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

Why is reading important? Sharing stories, talking and singing every day aids children’s development in a variety of ways. For instance, getting children familiar with sounds, words, language and, eventually, the value and joy of books. This all builds a child’s early literacy skills, such as the ability to listen to and understand words. It also helps them go on to read successfully later in childhood. Reading stories stimulates children’s imagination and helps them to learn about the world around them.

A child once told me about how his family would get together to read their own books: “We read our books together and we laugh.” The importance of role modelling the skill of reading to your child is highlighted in the article ‘5 Ways to Be a Reading Role Model’ by Allison McDonald. “When your children see you reading, you are telling them that reading is fun, that it’s something worth spending your time doing, and that it’s a normal and expected part of your day. Children who see their parents read for pleasure are more likely to read for fun themselves.”

To tie into this term’s provocation ‘The Joy of Reading, Storytelling and Imagination’, the children are encouraged to bring their familiar books from home for their show and tell. The joy on children’s faces is wonderfully infectious. I am so grateful for the children’s families’ support and input.

One group time we read “Charlie Cook’s favourite Book” by Julia Donaldson. “Charlie Cook is reading a book about a pirate captain, who is reading a book about Goldilocks, who is reading about a knight, who is reading about a frog... from kings and

queens to aliens and ghosts, there’s something for everyone in Charlie’s amazing book of adventure.”

This book inspired us to create our own storytelling book. The children’s amazing books are on our wall display for everyone to admire.

‘The Puppet Show’ is another inviting experience for the children to use their creative thinking, role-play, imagination, and listening skills, as well as to develop their speaking skills. Puppets let children’s voices expand through the characters. The children were overheard singing, speaking in rhyme, whispering and laughing calling out: “The show must go on”; “The movie is about to begin”; “Come and watch...” and “The puppet show is about to start.”



Stage 3

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

Space

During the school's Holiday Care program, there was an interest in space, as the children talked about spaceships, planets, stars and astronauts.

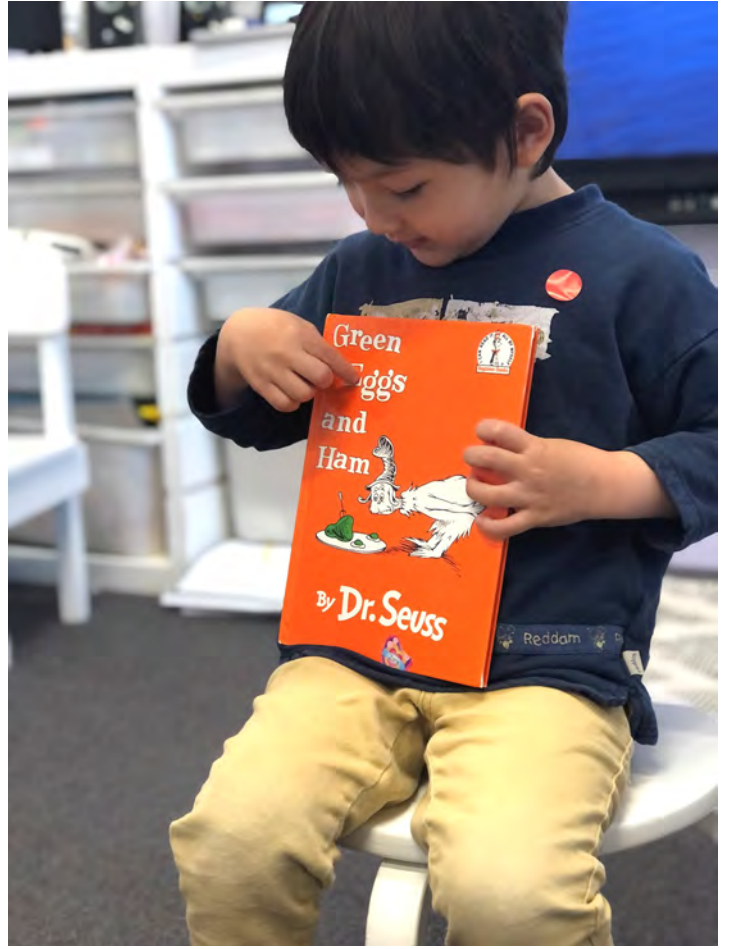
To build upon the children's curiosity, interest and knowledge in the solar system, the discovery area was filled with books, puzzles, space models and aliens, for further fun learning. Following the children's request to make planets, we made a papier-mâché creation of our planet Earth. It was great to watch how much concentration was involved and to see our friends complete their collaborative work.

To stimulate children's imagination and help them learn about the world around them, we listened to an ABC podcast 'Why do stars twinkle?' and 'Does space go on forever?' - Imagine This - ABC Kids listen.

We read 'There is No Place Like Space' by Trish Rabe. "Learn about the solar system, planets, astronauts, and explore the wonders of space with the help of everyone's favourite Cat in the Hat!" While reading the story, the children learned the names of the planets.



Stage 3



Stage 4

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

The Tinker Table

We recently set up a 'tinker table' in our classroom. This is a space where the children can explore, experiment, create and take things apart. At the tinker table, children are engaged in open-ended and hands-on experiences. This table allows children to independently explore technical items and experiment with tools, such as screws, screwdrivers, tweezers and pliers.

Before this learning space was open, we sat together to make the safety rules. The children were involved in this process, and responsible for the rules that were made which are necessary to keep us safe while engaging in this activity. Supporting children's agency and involving them in decisions cuts across all 7 quality areas of the National Quality Standards, with a particular focus on quality area one: Supporting Agency: Involving children in decision making.

Tinker Table Safety Rules

1. Do not touch things that are plugged in.
2. Wear safety glasses.
3. Watch out for sharp objects.
4. The glue gun is very hot.
5. Only 2 people at the tinker table.
6. Batteries are poisonous.
7. Water and electricity are dangerous.
8. Tinker table objects stay on the tinker table.
9. Share the tinker table with everyone.
10. Sit properly on the chair.
11. Let the teacher know if you find something dangerous.

The children have been independently exploring items such as old laptops and labellers. They have been using tools to discover what's inside, and what these technologies are made up of. They have been engaging in scientific discoveries through questioning, observing, inquiring, experimenting, designing, hypothesising and

constructing.

This kind of experimenting develops the capacity for innovative problem-solving skills, as a group or individually, and stimulates creativity and critical thinking. Tinkering develops perseverance; children must be flexible and resourceful when instructions are not available. It also offers great opportunity for the development of fine motor skills, involving the coordination of small muscles in the fingers and hands.



Stage 4

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

Links to the EYLF

Outcome 1.2: Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.

Outcome 3.2: Children take increasing responsibility for their own health and physical wellbeing.

Outcome 4.1: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Outcome 4.2: Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

Outcome 4.4: Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Outcome 5: Children are effective communicators.



Stage 4



Happy Birthday

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

Austin Lu and Daliya Fisch

who celebrate their special day this week

We hope you have a fabulous day!

