



# REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



## Dee's Message

12TH NOVEMBER 2021

Dear Parents and Caregivers,

"Those who have a strong sense of love and belonging have the courage to be imperfect." So says American author and professor Brené Brown. While this is certainly true for us adults, it is just as true for the little people who inhabit the ELS. "The courage to be imperfect" is beautifully phrased, as it captures much of what we hope for in the lives of the children.

The early years are an incredible time of exploration and discovery, as there is so much to learn about our fascinating world and about the people who impact the lives of the children. To be able to do so in an environment which is nurturing and supportive is thus critical. Children should be encouraged to try new things, to step beyond what they already know, and to explore their interests and abilities.

And we, the adults in their lives, should always be there to encourage that exploration – even if it means us watching

them not succeeding sometimes, or falling, or being "imperfect", as the quote suggests. In a world which so often only applauds perfection and success, now is the time for us to show children that true success often means failing along the way. That finding out what you are good at more often than not means taking a brave step to try something out for the first time – to have the courage to be imperfect.

The Early Years Framework describes the importance of Belonging in this way: *Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and*



12TH NOVEMBER 2021

*becoming in that it shapes who children are and who they can become.*

In the ELS we believe that a sense of belonging is integral to exploration and learning. If children feel strongly connected to a place and to the people in that place, they will feel more secure about themselves. They will be more likely to try things out without the fear of ridicule. They will see others around them also trying new activities and realise that others are often also “imperfect” and that they too make mistakes along the way.

This constant sense of ‘Belonging’ leads into the two other pillars of the EYLF, namely ‘Being’ and ‘Becoming’. We hope that when the children arrive at the ELS each day, they feel free to step beyond what they have done before and to keep stretching towards new horizons – but mainly we hope that they will always have the courage to be imperfect.

Enjoy your weekend!

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

**Dee Pitcairn**  
Principal



# The Nest (1R)

Kiri Winders, Helena Zhang and Min Pattarasiritanarat

## The Beach

This week our theme was the beach! Each day we set up sand, shells, buckets and shovels for the children to play with and explore as if they were on the sand at the beach. The children absolutely loved this. We transferred the play indoors and outdoors depending on the weather.

When Hudson saw the sand, he got really excited and said, "dig dig", so he raced over to get his bulldozer toy. Martin gathered some little trains and trucks and before long the children were happily scooping, pouring and digging in the sand. Clare spent some concentrated time scooping sand into a little blue bottle. She took such care to fill the sand right to the top. Bella loved the feel of the sand in her hands. She swished them around making patterns on the tray.

Zoe spent some time with Kiri picking up the sand and watching it fall between her fingers. Phoenix said "oooh" and "shark" as he ran over to get the toy shark to add to the activity. Lyla, Eugene, Sophie, Rochelle and Max all engaged in this play with focus and concentration, transferring the sand from one container to the next or running the little trucks through to watch the marks they left behind.

All the children played harmoniously alongside each other, and there was a sense that this was very calming and soothing for them. We continued to have sand play throughout the week and engaged in different sensory experiences utilizing the sand.

## Unusual Fish

Our children have been exploring and learning about fish and other animals under the sea. This week, we spent some time looking at some of the more unusual creatures of the sea like jellyfish. Teacher Kiri put on a YouTube video of various jellyfish and stingrays floating around in the deep sea.



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The children stopped to take it all in. We saw all sorts of shapes and colours and textures of the fish. Later in the morning, we decided to paint our own jellyfish and stingrays! Teacher Helena introduced some sparkling, coloured paints to paint onto the paper plates. The children really enjoyed playing and creating with the paint whilst listening to the beautiful soothing sounds of the YouTube clip. The children later helped Helena to tie the coloured string to extend their hand eye coordination.

## Music and Dancing

The children really enjoyed dancing and singing in the Nest this week. We took every opportunity to put music on the speakers and have a dance. It was delightful to see the joy on their faces as they jumped, wiggled and shook! There was certainly a lot of laughter around the room. It was a great week!

*EYLF Learning Outcome 3 Children have a strong sense of wellbeing.*



# The Nest (1R)



# Fledglings (1E)

By Tatiana Botrel, Jane Teh, and Nadia Breus

## Brown Bear, Brown Bear

As the children continue to explore the book from Bill Martin Jr, "Brown Bear, Brown Bear what do you see?", this week we started making puppets using socks to represent the character from this story.

In the Atelier, the children used different materials, for example feathers, pompoms, cupcake cups, and more, sticking them on the sock with liquid glue. This week we also started making our puppet theatre using cardboard boxes. The puppet show will be placed in the light box and the children will be encouraged to develop dialogues to act out stories.

At group time, we recollected the Brown Bear story line, as the children enjoyed guessing what was on the next page. In the end, everyone was called to answer what they could see. This brought a lot of joy to the children as they looked excited waiting for their turn to participate.

*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.*

### "We are one"

In the morning circle we have been talking about how we are "all the same but different", noticing the physical differences between all of us that makes us unique. We then sing "We are one" song, which is making the children show us all their best singing voices and actions. We have adapted the song to the following lines:

*"We are one / But we are many / We'll share a dream / and sing with one voice / I am, you are / We are Australians"*

*Outcome 2: Children are connected with*



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and contribute to their world. Children respond to diversity with respect. EYLF, 2009.

## We've got a fish!

Since last week the children have been patiently waiting for the arrival of our fish pet. This week, as the water from the fish tank became healthier, we were ready to greet the new Fledglings member.

At group time we have been discussing the responsibilities that we will have once the fish pet arrived in our classroom. The children were excited to feed the fish and clean the fish tank. We are also taking this opportunity to encourage the children to use their "gentle hands" and "inside voices", as we don't want to scare the little fish away.

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



# Stage 2

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

## Earth Friendly Me

There are many ways that we can help our earth smile, by making small changes to what we do and how we do it. As part of being sustainable, we tried making our own paint using cornflour. Rafi very excitedly said, "This is an experiment." We followed a recipe but found that it was too runny. We decided to leave it and see if it would thicken after lunch time so that we could add colour to it. It did thicken and we added the colours red, yellow, blue and green. We made paintings and we used the paintings to create a collage of our Earth to go with our 5 little men display. The children expressed what they did not like to see. How can we make a change to this? Change starts with planting trees. It starts with turning off faucets and reusing and recycling. Most importantly, change starts with us!

## Watch it hatch and grow- an experiment

After reading the story 'Who Saw Turtle?' by Ros Moriarty and talking about protecting our oceans from pollution so the animals do not get sick, the children were excited to be involved in an experiment. Following the instructions on the box, we placed a turtle egg in a container of water on Tuesday and a tortoise egg on Thursday. This is "an experiment because there is water," said Myka. The question was asked, "What will happen to the egg? How will we know it is hatching?" and Thomas said, "It will crack". Avalon said, "We have to wait and watch."

On the Thursday, the children were very excited to discover that the turtle had hatched from last week and on Monday that there was a friend in the tank (a tortoise who had also hatched). We had many discussions about the different creatures in the ocean as shown in the illustrations by indigenous artist Balarinji, that tracks the amazing migration of turtles. This inspired us to create our own artwork. We used water colours for the background and

the children went on to use scissors to cut coloured patty pans to be used along with the children's own drawings being added to create our own version of 'Who saw turtle?'

*EYLF Outcome 2-Children are connected with and contribute to their world. 2.4 Children become socially responsible and show respect for the environment and use play to investigate, project and explore new ideas.*





# Stage 2



# Stage 3

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

This term, 3E have been very inquisitive as they have been using their imaginations and role-playing fairy tales in the classroom.

So, over the past two weeks, each day we have been reading a new fairy tale, such as Snow White and the seven dwarves, Hansel and Gretel, Jack and the Beanstalk, The three little pigs, and more. Through this we decided as a group that we would create our very own stories. The children were given a small booklet that they could use to create a story of their own or re-tell an original fairy tale and illustrate the pictures the way they chose.

Eva: I'm going to do a book all about Elsa.

Sabine: Three little pigs.

Arwen: Hansel and Gretel.

Max: All about my family.

William: I am going to make a book all about Space.

Skye: I'm doing a book all about my family.

Jude: I'm making my book about Dragons vs Cars.

Tatum: Three little pigs the big bad wolf guy.

Aiya: I am doing Snow White with the wicked witch.

Presley: I am making my own book it is called Black and White.

We then all sat down together for a group time and one of the children said, "Can we make a fairy-tale together?" So, one at a time, going around the circle, the children were asked to add a sentence as we created our very own fairy-tale!

As we went around the circle the children used their imaginations immensely. This story really showed the children's individuality and their creative sides.

Sometimes the children needed some prompts such as what happens next?

Are they talking to each other? What do you want them to do?

This is the story that we created:

Once upon a time a princess had magical powers.

The princess then saw a dragon and a superhero he came along and saved her.

The superhero's name is Dude.

He wears a blue cape, and he has superpowers that help him transform into a robot.

He sometimes has pink roses when he is in love, then he asked the princess, "Will you marry me?" as they held hands.



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She said “yes!” and they go to the castle where the princess lives.

The princess found that she had powers where she can be invisible and then she decided she would need to fight the bad dragon.

She then went to find the dragon where all the ice is frozen.

The dragon breathes out fire and the ice melts and the princess tries to make more ice with her ice sword.

The princess then defeats the dragon and the dragon sinks into the lava in the volcano.

The end.

Storytelling improves listening skills. The pure pleasure children experience while listening to stories helps them to associate listening with enjoyment. Telling stories improves and reinforces other language skills such as vocabulary, story recall, and will help in reading aloud with expression and confidence.



# Stage 3



# Stage 4

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

'Every child is an artist', as said by Pablo Picasso, highlights the importance of making art and enjoying the art of other people, which is very important to the development of the whole child.

This term's provocation in Nina's class is "We love Art" and after painting a scary interpretation of Edvard Munch's 'The Scream' for our Halloween display, the children have now been learning about Vasyli Kandinsky.

As an introduction, we read the book "The noisy paintbox" which explains in a child-friendly way how, throughout his life, Kandinsky experienced colours as sounds and sounds as colours.

After reading the story, Maximilian remembered that the artist's name was Kandinsky. Jack knew that his style of art was paintings. Eloise told us that he was Russian, Abi told us that he painted music, Lulu remembered that his style is called 'abstract', which means that he uses a lot of shapes and colours. Luna added that he uses paints and that he can hear the colours when he closes his eyes.

When I showed the class a photo of the painting 'Red, Yellow, Blue' by Kandinsky, the children told me their interpretations:

Eloise: I remember that one. Kandinski painted that.

Luca: It's abstract. You think it is not real, but it is real.

Chenglin: It means, he does painting, but not flower kind of things. More patterns.

Edison: I see a door and a snake.

Ostein: I see a house.

Luca: There is a doorknob.



# Stage 4

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

Chenglin: They are three board games.

Erinn: I see a cat with whiskers and tail.

Eloise: There is also a chameleon.

For our Piazza display, the children painted their interpretation of Kandinsky's Colour Study – Squares with concentric circles.

As an extension, the children also got to experiment with colour mixing. We remembered what primary and secondary colours are and the children painted colour wheels with their mixed paints.



# Stage 4



# Happy Birthday



## Reddam Early Learning

would like to wish a very happy birthday to

**Arianna Apostolopoulos, Brooklyn Eccleston, Xavier Vieira,  
Zara Barry and Ruby Sinn**

who celebrate their special day this week

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

