



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

26TH NOVEMBER 2021

Dear Parents and Caregivers,

English poet, Lord Byron, said that “The greatest art of life is sensation, to feel that we exist, even in pain.” Various sensations envelop us each day, some pleasant and some not. Our senses provide a rich texture to the experience of being alive, even if not all those sensations are enjoyable.

The children in the ELS love nothing more than exploring their senses. Whether in the delicious textures of playdough running through their fingers, or the sounds of music wafting around the classroom, or the vivid colours with which they love to paint, sensations are everywhere.

One article refers to this aliveness of a child's senses as “the feeling of me”. Our complex bodies are made up of millions of sensors, which allow us to monitor what we touch and how we are touched. For young children, this complexity can be both exciting and intimidating. Because it is all so new to them, even simple actions can be overwhelming for some children, and as

such the teachers are very sensitive to the different ways in which children respond to new experiences.

Some will eagerly try out new textures, while others are more reserved before sticking their hands into some oily substance or feeling an unknown texture. However, it is really important that we don't rush children into experiences which make them uncomfortable. Being able to investigate new things at their own pace adds to their sense of autonomy and of being ‘at home’ in their own skin – or of the “feeling of me”.

The above-mentioned article captures the importance of how children make sense of the world through touch: “Babies and children learn to read touch information by creating movement play that is full of it – it's a whole-bodied thing. They roll, wriggle, lean, slide and jiggle on the floor. They loll and lounge; hold their hands under the outside tap for ages. They rub their hands up and down the carpet at story time; fiddle or



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stroke your leg while you read.”

Early childhood is a time of exploration and discovery, and so much of this is done through touch. As our teachers introduce the children to new materials, textures and objects, it is intriguing to watch the children exploring them in their hands, or as they stroke the soft materials along their cheeks. Their faces mirror their intrigue as they move the objects through their fingers, and it is so apparent how their little brains are hard at work making sense of the new sensations. All of this is, of course, part of each individual's important journey of “making me”.

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

Have an enjoyable weekend!

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Helena Zhang and Min Pattarasiritanarat

Sensory Play

This week was all about getting involved in sensory play.

Early in the week, teacher Min made some beautiful soft blue play-dough for the children. They loved to feel the warm smooth texture straight after she made it. As they were offered their portion, many of the children put it up to their faces to feel the warmth on their skin.

The children really enjoyed this activity as we hadn't made it in a while! They all had their own portion of the play-dough, and played at their own table uninterrupted. It was amazing to see the concentration and focus from our little ones. We gave them various utensils such as rollers, stamps and cutters to mould and shape in whichever way they chose. There was much conversation about what they were creating, as well as a chance to tell us what they were thinking and making.

Playing with play-dough is a great learning resource for children because it strengthens their hands and fine motor skills, it encourages creativity, experimentation and problem solving. There aren't any preconceived outcomes, it is very calming and engaging for children, and perhaps most importantly, it a wonderful way for us to sit around the table and talk and connect with our little ones as they create!

Riding the balancing bikes

This week, each of the children had an opportunity to ride the balancing bikes. We can clearly see the progress they have all made since the introduction of these bikes a couple of months ago. At first the children didn't know how to hold them up, and now they are so at ease on them. Now they can zoom around so quickly and confidently. It's great to see the children really making the most of them and enjoying riding the bikes outdoors.



The Nest (1R)

Kiri Winders, Helena Zhang and Min Pattarasiritanarat

Language development

Riding and balancing on the bikes isn't the only leap in development for the Nest children in recent times. We have noticed a huge change in the amount and quality of the language that is appearing! It has been such a delight for the Nest educators to listen to them as they start making sounds of words or progressing to two, three or four word sentences. We often stop in amazement and say, "Did you hear that?" We have been loving having little conversations with the children as well as hearing them talk to one another. Language acquisition is such an incredible milestone as it allows children to clearly express their needs, ask for what they want and have others understand them.



The Nest (1R)



Fledglings (1E)

By Tafiara Botrel, Jane Teh, and Nadia Breus

The Very Cranky Bear

This past week we extended the children's interest in books, especially as all the talk was about bears in most of the stories we explored. As a result, this week we worked around a new bear book – "The very cranky bear" by Nick Bland. We took the opportunity to explore feelings when reading this book.

Just like adults, children need to develop strategies for managing their emotions, so that they can build social-emotional skills. When children are more socially and emotionally aware and skilled, they can more effectively navigate relationships, calm down and solve problems when challenges arise.

Helping the children to become more familiar with the different feelings that surround them, this week we promoted many activities that encouraged the group to name feelings and to express themselves. Teacher Jane created a table game in which the children placed different pebbles on the paper to complete the human body shape. As the pebbles represented their faces, each pebble had the expression of a feeling.

Children supplied stones and at the same time tried to demonstrate these feelings and emotions on their faces. This activity - 'How Do You Feel?' - enabled the children to understand how they and others feel. Teaching children to regulate and recognise their own emotions increases self-awareness and self-esteem.

Outcome 3: Children have a strong sense of wellbeing. Children become strong in their social and emotional wellbeing. EYLF, 2009



Fledglings (1E)



Stage 2

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

Why do artworks?

In our daily program the children are offered art-based activities that are self-selected or part of our provocation work. As we know, children are naturally curious and they explore, observe and imitate, trying to figure out how things operate and how to control themselves and their environments. Art is a natural activity to support children in this process. The freedom to manipulate different materials in an organic and unstructured way allows for exploration and experimentation. These artistic endeavours and self-directed explorations are not only fun, but educational as well. Through our provocations and other creative opportunities, children's brains are being exercised as they are stimulated with sounds, movements, colours and sizes. Artistic activities foster intellectual development and some of their benefits are:

- Stimulates both sides of the brain.
- Increases the capacity of memory, attention and concentration.
- Helps develop reading skills and children do better in math and science. Introduces children to new vocabulary and concepts.
- Generates memories and images, which enriches the intellect.
- Children also improve and acquire social skills:
- Promotes self-esteem.
- Helps them express themselves.
- They learn to work together.
- It gives them the opportunity to interact and cooperate with other children and adults.
- When practicing a skill, they learn to be persistent.
- Stimulates their creativity and imagination.

The next time you sit down with your child or observe your child engaged in a creative piece of work, ask yourself "What are they gaining from the process?"

Reflection Journals

As the end of the year is just around the corner the children are now in the process of finalising the reflection journals. The purpose of these journals is not only a book to display Provocation and art pieces, but it is a tool of reflection. We have given the children the opportunity to look at their books and share these with their friends.



Stage 2

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

There is lot of excited chatter about remembering what they had done and seeing themselves and their friends' photos in the book. Isabelle sat looking at the recent Halloween group photo and started naming all the friends. Bobby was excited to see the photo of his house and his drawing saying "That is my house, I live there" and then there was the questioning "What is that?" asked Thomas and when told what it was he said "I remember" and Edwyn said, "Let me see if I have that" and proceeded to look at his own book and, finding it, said, "I have that too."

When you receive your journals in the next week, remember to take the time to sit down and listen and share in the memories and the stories. You can talk with your child about the processes used and read to them the information provided to recall those special moments in their learning journey. This is their story of being in Stage 2 in 2021.



Stage 2



Stage 3

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

Throughout Term Four the children have been learning about famous artists from around the world. A particular artist called Kandinsky has sparked interest and creativity amongst the children.

In recent weeks, the children enjoyed learning about Vasya Kandinsky. We read the book called 'The Noisy Paintbox' by Barb Rosenstock.

“Vasya Kandinsky was a proper little boy: he studied math and history, he practiced the piano, he sat up straight and was perfectly polite. And when his family sent him to art classes, they expected him to paint pretty houses and flowers—like a proper artist. But as Vasya opened his paint box and began mixing the reds, the yellows, the blues, he heard a strange sound—the swirling colours trilled like an orchestra tuning up for a symphony! And as he grew older, he continued to hear brilliant colours singing and see vibrant sounds dancing. But was Vasya brave enough to put aside his proper still lifes and portraits and paint . . . music?”

The children researched the many famous paintings by Kandinsky. We delved further into the world of Kandinsky. Abstract Art is considered by many to be one of the most important contributions made to the history of art in this century. Kandinsky is widely considered to be the originator of purely Abstract Art as he is the first artist to have created a completely abstract picture. Kandinsky often referred to his abstract paintings in musical terms such as 'melodic', which involves a single form, and 'symphonic' which is several different forms subordinated to an overall design, as can be seen in Squares with Concentric Circles.

Colour has a huge impact in abstract paintings and Kandinsky defined yellow as 'an intense trumpet blast by its nature springing from the page' and blue as having 'a celestial sound that touches the depths'. These colours, both present in Squares with Concentric Circles, seem to justify Kandinsky's descriptions.



Stage 3

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

We looked at Kandinsky's painting squares with concentric circles. The children noticed the many colours, squares and circles. The children were then invited to the Mini Atelier to create their own versions of Kandinsky's famous painting.

Kandinsky is one of the many artists we have discovered this term, which also included Monet and Van Gogh.



Stage 3



Stage 4

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

This term, the children in 4M have investigated the many different ways of expressing thoughts and feelings through art. With the provocation "a work of art" guiding them through their learning journey, the children have been inspired by a variety of famous artists. From the contemporary artists Christo and Jeanne-Claude to the Kandinsky-inspired circles from the Peter Reynolds' story 'The Dot', everyone has had the opportunity to experiment with a range of materials to create their own work of art.

Exploring art is about more than creating beautiful masterpieces for our classroom wall, as art allows children to build confidence, persist when things are difficult and further develop their fine motor control. 4M were inspired by the picture book 'The Dot' to create their own artworks, which are on display on the Stage 4 piazza. Each dot has its own unique shape and combination of colours, and we hope you will stop and admire the beauty in their difference and consider the many different skills and knowledge acquired in their creation.

Exploring the astounding outdoor projects and wrapped objects of contemporary artists Christo and Jeanne-Claude became the catalyst for a discussion on the many different ways of making art and what the children in 4M think art is. Using foil and everyday items from our classroom the children were able to use play to investigate, imagine and explore their ideas. Trying out this contemporary style of creating art provided a rich opportunity for the development of the dispositions for learning including persistence, commitment and creativity which are important components for getting ready for school.

What is art? By 4M

Isabella: "Art is making things and sticking things together to make them."

Owen: "Paintings and stuff, the wrapping is

shiny, you don't need to paint it but it's still art."



Stage 4

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

Jeffrey: "It's a bit tricky to know what art is, it can be painting, drawing and wrapping."

Lucy: "Art is using your imagination and colours."

Jarvis: "Art is making beautiful things, the wrapping is a little bit beautiful but the dots are very beautiful."

Stella: "Art is colours, shapes and patterns, everyone can make art."

Dylan: "Painting and drawing is art."

Daniel: "Colours and dipping sticks into paint can be art."

Sivan: "Art is making faces, you can use Lego and drawing."

Billie: "Well, art is painting and making things, it can be outside and it can be inside. Art is what you love."

Quentin: "Painting and drawing is art, I like drawing."



Stage 4



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

**Jack Barry, Eliza Bligh, Luca Tan, Nina Chipkin, Oscar Gray,
Lily-Mei Koh, Edison Runfeng**

who celebrate their special day this week

We hope you have a fabulous day!



Happy Birthday

