



# REDDAM EARLY LEARNING SCHOOL ST LEONARDS NEWSLETTER



## Simone's Message

By Simone Cooke, Principal

26 FEBRUARY 2016

Dear Parents,

We hope you all had a restful Easter break. Our Reddam family is growing each week, and we send a warm welcome to our new Stage One children, Hamish Gavin, Jack Lekawski and Sienna Lam.

Despite the shorter week, we are back in full swing with our educational program. In the Nest our little ones have been explorers of their environment and have been using their sensory skills in the discovery of bubble wrap! The Fledglings have been building on their language and communication skills and building upon their sense of belonging and engaging, through collaborative group projects.

In Stage 2 the children have been discovering their self-identity and Stages 3 and 4 have moved from being explorers and investigators to becoming researchers, questioning and extending one another and building effective communication skills.

With the change in seasons, comes the inevitable colds and sniffles. We recognise how difficult it is for working parents to take time off work and the teachers are most appreciative of your efforts to contain these outbreaks as far as possible.

We thank all our parents who have been keeping children at home when they are unwell. For our part, rest assured we are most diligent in disinfecting and cleaning toys and resources to restrict the spread of infection and work hard at promoting effective hygiene practices at all times.

### Happy Birthday

A big happy birthday to both Sue and Aditi who shared their birthday last Saturday, 26th March. We had a celebration for each of them this week and we loved being part of their special day!

Wishing you all a wonderful weekend.

# The Nest

By Gabriela Guimaraes

Sensory exploration is a toddler's way of examining, discovering, categorizing and making sense of the world.

This week we explored painting for a sensory activity with bubble wrap.

We had opened a new toy in the classroom which came wrapped in bubble wrap.

The children were very curious and interested in the different texture and the noise that the wrap made when we popped it with our fingers or when we stepped on it.

We provided the children with bubble wrap with blue and red paint.

In this provocation the children strengthened their fine motor skills by pressing the painted bubble wrap onto paper to create colourful prints. The teachers guided and assisted the children in engaging in the project.

The role of the teacher is to facilitate

learning, and mentor the children on making discoveries.

We help them hear words that pertain to the projects so they can experience new vocabulary and begin to make connections with language and their new discoveries in the world.

It is our privilege to continue to assist them with all that catches their interest.

Please come and have a look on your child beautiful masterpiece!

## Welcome

On behalf of everyone in the Nest we would like to welcome Jack Lekawski and his family to the Reddam family!

Have a wonderful weekend!





# The Nest Photo Gallery





# The Nest

## Photo Gallery



## Sense of Belonging

Children establish a sense of belonging from the time they are born, to their families, to their culture, to communities and to their heritage.

Children's relationships with key adults in their lives (parents and educators) are very important for their learning and development. Loving supportive relationships assist children in developing a strong sense of belonging.

Here at Reddam, we seek to build upon the relationships children establish.

In the classroom the children are beginning to understand that they are part of a community. They are developing an understanding of how they belong to a group and are learning to work collaboratively with others.

They are developing an understanding of not only how they are part of a group but how their actions affect others and how they can make decision together and care for each other.

## Book of the Week

Our book of the week is *Once a Creepy Crocodile*, by Peter Taylor. The story is

based on the rhyming meter of one of Australia's traditional songs, *Waltzing Matilda*. A very creepy crocodile tale!

"When a baby brolga catches a lurking crocodile's eye, the animals of the billabong try to keep the little bird from harm. Afternoon tea has never been so fun!"



## Song of the Week

*Slippery Fish*, another favourite song of ours, has been our song of the week.

"Slippery fish, slippery fish, sliding through the water, Slippery fish, slippery fish,

Gulp, Gulp, Gulp!

Oh, no! It's been eaten by an...  
Octopus, octopus, squiggling in the water, octopus, octopus,

Gulp, Gulp, Gulp!

Oh, no! It's been eaten by a...

Tuna fish, tuna fish, flashing in the water, tuna fish, tuna fish,

Gulp, Gulp, Gulp! Oh, no! It's been eaten by a...

Great White Shark, Great White Shark, lurking in the water, Great White Shark, Great White Shark,

Gulp, Gulp, Gulp! Oh, no! It's been eaten by a ...

Humongous whale, humongous whale, spouting in the water, humongous whale, humongous whale,

Gulp! Gulp! Gulp! BURP! Pardon me!"

## Welcome

We would like to extend a warm welcome Sienna Lam and her family!





# Fledglings Photo Gallery



## Stage 2

By Kasia Rymarczyk

This week, despite some of the children only spending only one or two days at school we still managed to have many fun filled learning experiences!

For some time now we have been observing that children are very interested in looking and examining the properties of everything that surrounds them. Moreover they have been talking and exploring their own physical appearance.

Idris and Ella have been looking at their own reflection in the mirror and they conversed about the colour of their eyes, hair and about who is bigger.

Following this observation we decided to explore people's physical appearance as well as personality. We talked about the differences and similarities of everyone in the class. We also read *Pearl Barley and Charile Parsley* by Aaron Blabey.

The book talks about two children who are very different in every way, but are still best friends and always look out for each other. It was interesting how children reacted to the story. We had a conversation about attributes of people and about friendship as well as discussion about physical appearance of the book characters.

Thomas said: "I am not like either of them, I don't look like them."

Ella said: "I am a girl and Pearl Barley is a girl."

Harry said: "I am scared of things sometimes like him", (pointing at Charlie Parsley).

We also explored the illustrations in terms of author intentions of representing the character's attributes; we talked about the line, shapes and colours he used.





## Stage 2

By Kasia Rymarczyk

Following this, we programmed for self-portrait making activities.

We set up a provocation for children in the room providing drawing materials as well as mirrors hoping that these open-ended materials would encourage some children to draw themselves.

With a little encouragement some children did exactly this and we displayed these unique self-portraits in the class.

By doing this pretty standardized activity in a slightly different way, we wanted to celebrate that each child is unique and precious.

We believe in giving children love and nurturing their individual differences, which helps them to develop a sense of trust and security that turns into confidence as they grow.

In our classrooms, visual arts, craft, music and movement experiences are open-ended and are regularly available to encourage the children to express themselves freely. We believe that we should display art works around the school in an aesthetically pleasing way to celebrate and recognise great pieces of work, to inspire, to challenge and to develop and build a sense of belonging, being and becoming.

### Links to the EYLF:

Outcome 1: Children have a strong sense of identity.

Children develop knowledgeable and confident self-identities.

“A vision for children’s learning:  
BELONGING: In early childhood, and throughout life, relationships are crucial to a sense of belonging.” EYLF (2009)  
Belonging, Being and Becoming, p. 7.



## Stage 2 Photo Gallery





# Stage 2 Photo Gallery



## Stages 3 & 4

By Sue Mayer

Part of preparation for school is for children to be able to understand the reciprocal responsibilities that are needed when part of a larger group.

Learning how to communicate in a larger group is fundamental for learning as it is through communication that children express their own understandings of their world and when listening to others widen their understandings.

Communication is a skill that needs to be practiced so during our day we try to spend time as part of a group to discuss what is on each other's minds to discuss interests and to hear stories from the children's world outside of preschool.

This gives the children an opportunity to express what their thoughts are, to practice the skills needed to communicate, both speaking and listening and to grow and develop confidence in their belonging as part of a

larger group, one where opinions are valued and respected.

Children love to share stories from home so this past week I posed the question.....

*What did you do on the Easter long weekend?*

Sophie: "I had lots of chocolate."

*Who bought you chocolate?*

Sophie: "The Easter bunny, I invited friend over, her name was Sophia."

Annie: "I went to the Easter Show and I got a showbag, a Little Pony Showbag and I got a My Little Pony bag."

Lottie: "I went to the Easter Show, too."

*Did you see any animals at the show?*

Annie: "Pigs, sheep."

Sophie: "Did you see any unicorns?"

Annie: "No."





## Stages 3 & 4

By Sue Mayer

*Did you get any Easter eggs?*

Annie: "I can't even count how many Easter eggs I got, I got thousands. Oliver got an ice block from Easter Bunny."

Sophie: "Do you know what's more than a hundred and a thousand? A million"

Lottie: "I went to the Easter Show and there was ducks in a duck pond and a hook and you had to get a hook and you try and get one and you win a toy!"

*Did you win a toy?*

Lottie: "I wonned a big purple bear, I also went on a spinning thing that goes around and around and it was really fun."

Annie: "Did you get dizzy?"

Lottie: "Yes!"

James: "I go to the museum, I saw a dinosaur skeleton."

Sophie: "How old was the dinosaur?"

Lottie: "60000."

James: "He was three."

The children then started talking about ages and represented this using their hands, the wider apart their hands the larger the number and the smaller apart the lower.

Sharing their mathematical knowledge with each other, understanding the difference between larger and smaller.

*What else did you see at the museum, James?*

James: "A lion!"

*Was it alive?*

James: "No it can't move and there was a huge bear and lots of toys and lots of books to read."



## Stages 3 & 4

By Sue Mayer

*I know, you love books don't you James?*

James: "Yes, I love books."

Sanjay: "I only went on an egg hunt."

*You must have done something else Sanjay. Did you see any movies on the weekend?*

Sanjay: "An earthquake and a tsunami movie."

*What's a tsunami?*

Sanjay: "A tsunami, that's a big wave that's too deep and if you go up to the top you sink right into the bottom of the ocean."

*I wonder what's at the bottom of the ocean?*

Lottie: "Sharks"

Sophie: "SpongeBob SquarePants"

*What did you do on the Easter long weekend Austen?*

Austen: "I went to the Powerhouse museum, and I saw the Green Lantern."

Eager to show his friends ,Austen asked to look at the Powerhouse Museum website.

This led us to see the Marvel Hero Lego exhibition advertised and a platform for Austen to follow his interest in drawing.

*Emily, what did you do for Easter?*

Emily: "I found some Easter eggs and opened it. I got Peter Rabbit and little rabbit. Little rabbit has strong ears and I've got my rabbits at home and carrots, rabbits like carrots."

*You had a very special weekend Aditi what did you do?*

Aditi: "Have you been at the airport and there are these little trays. I had to put my backpack on one and my bunny and then I forgot what I did."





## Stages 3 & 4

By Sue Mayer

*Did it go through a machine and you had to pick it up at the other end?*

Aditi: "Yes!"

*Did you catch a plane somewhere?*

Aditi: "I caught Jetstar to Ballarat."

*What did you do in Ballarat?*

Aditi: "It was my birthday and I went to Zootopia, we had the same birthday, Sue!"

*Zac did the Easter Bunny come to your home?*

Zac: "The Easter bunny come, we called the Easter bunny and we saw it come in the morning. Yesterday on Tuesday we had lots of people."

*What did you say when you called the Easter Bunny?*

Zac: "I love you and I saw you coming and you copy me and you're so funny and I love you!"

Experiences in early childhood settings build on the range of experiences with language, literacy and numeracy that children have within their families and communities

(Early Years Learning Framework, 2009).

We hope you all had an enjoyable Easter long weekend. We have loved hearing the stories of some of the things your children enjoyed with you and your families.



# Stages 3 & 4

## Photo Gallery





# Physical Education

By Spencer Clifton

## Stages 1 & 2

The Stage 1 and 2 children had another action packed week of sports.

We started the lesson off with a warm up that consisted of a variety of movements that encourage core strengthening, stability, balance and co-ordination.

These movements stimulated the children's imagination and encouraged them to mirror animal actions and sounds, for example the lion crawl and roar or the frog hop and ribbit.

After a quick break the children jumped into our next activity with great enthusiasm. Our next game "colour hoops" focused on spatial awareness, colour associated cue's, direction change and dynamic movement.

## Stages 3 & 4

The Stage 3 & 4 students had another successful week of sport.

We started the lesson off with core strengthening and dynamic movements to get the muscles warmed up and ready. This involved short sprints with a quick change of direction, frog hops, kangaroo jumps and lion crawls. The exercises target key areas for core strengthening and stability.

After a well deserved water break, we jumped into our next activity that involved a game called treasure hunt.

The game focuses on problem solving, colour associated cues, team work, stop/starting movement and counting.

The children are split up into four teams, working together in their groups they must try and collect as much treasure from the exercise area as possible in the time period.

Each group is then asked to count how much treasure they have collected. The game can be manipulated to add more value to different types of treasure.



## The Nest and Fledglings

The children will participate in teacher led dance and drama activities involving props and music with the theme of Dinosaurs and Insects.

### Skills learnt this week:

- Following direction by watching and copying the teacher
- Listening and responding to the teacher
- Using their imaginations to become insects and Dinosaurs
- Call and response

### Activities include:

- Listened to sound effects of insects and Dinosaurs

- Used their bodies to create the shape of an insect and worked as a group to create the shape of a Dinosaur
- Danced to a couple of songs relating to the theme
- The ribbons acted as a tail for the Dinosaurs and a log for the insects (balancing on 1 leg and walking across the ribbon)
- Introduced the dragon puppet to the children.
- Used Facial expressions to show what a Dinosaur looks like.
- They then developed the drama by splitting into 2 groups. One group was the dinosaurs and the other group being themselves, they then reacted to the dinosaurs (call and response)





## Stage 2, 3 & 4 Objectives:

Students will demonstrate an understanding of an adventure story through a teacher led improvisation.

Responding to questions and instructions as the teacher starts telling the story in role by using reverse chronology.

## Skills learnt this week:

- Following direction
- Using their imagination
- Working together
- Spatial awareness

## Activities include:

- Voice warm up: Tongue Twisters and call and response
- Discussed Adventures, what happens in an adventure, what a plot is and reverse chronology, as well as famous Explorers
- Preparing to be an Adventurer
- The children went on an adventure (finding a secret message and going on a treasure hunt)

## Reverse chronology

is a method of story telling whereby the plot is revealed in reverse order

