



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

31 JANUARY 2020

Dear Parents and Caregivers,

Welcome back to what we trust is going to be a wonderful 2020 in the ELS. I hope that all our families had a really good break and have returned refreshed and ready for the new year. This certainly seemed to be the case in all the classrooms this week.

Even though the children are still very young there was a very special buzz as they saw their friends again and met up with their new teachers this week. As was to be expected, there were also a few anxious faces and some bottom lip trembling which betrayed their anxieties about leaving mom and dad.

We know, though, that these worries will soon be swept away as the children become involved in the special activities which have been prepared for them by the teachers. By today we could already see how well most of the children had settled and it will only be a matter of time before they all become familiar with their new surroundings and with their teachers.

A special word of welcome to all the families

who join us for the first time. Change can often be unnerving, especially when the happiness of young children is concerned, but we hope that you will soon feel part of the Reddam House ELS family. We love to have you involved in the life of the school and during the year there will be a number of occasions when we will invite you to join us to celebrate an event or just to enjoy the creativity and productivity of your son or daughter.

As you may know, we take a Reggio Emilia-inspired approach to our teaching in the ELS, which promotes open-ended learning, inspired by what are called 'provocations'. Each term the teacher will introduce a new provocation, which is intended to do just what the term suggests – provoke the children to explore, create and delve deeper into that topic. We might think that the children in the ELS are young, but their minds are alive with creativity, inspired by their innate curiosity. We love to see that come alive each day.

Dee's Message

My thanks to those who were involved in the Holiday Care programme, which once again gave the children who attended a fascinating array of activities to do each day. In between all the socialising with their friends, they learned new skills and created some beautiful works of art. It really got the year off to the best possible start.

My thanks too to all the teachers who were

hard at work in their classes before the children arrived, to ensure that venues looked welcoming and vibrant. In addition, they have some really creative ideas up their sleeves for the First Term, all to make each day as memorable as possible.

Have a great year!

Dee Pitcairn



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

We've had a wonderful start to the year in the Nest this week!

Our little ones have been settling in and having so much fun exploring their new surroundings and getting to know their new teachers. We have mostly been focussing on

getting used to our new routine, but have had some lovely times playing outdoors, music time with teacher Nick and discovering our new toys.

We look forward to continuing our routine next week.



The Nest (1R)

Photo Gallery



Fledglings (1E)

By Hannah Corrigan, Shirley Brockwell, Jane Teh, Anna Lee & Natalia Jimenez

What a joy to welcome our new Fledglings children and families! It has been a wonderful start to our learning journey, building new relationships with teachers and friends and exploring the classroom and outdoor environments.

"Belonging, Being and Becoming" are the three pillars of the Early Years Learning Framework and so it is that our focus is on building a sense of safety and security as the foundation of belonging to our group. Settling into a new class is helped with a routine of putting bags into lockers, packing lunchboxes in the lunch drawers and a quick farewell to families then welcomed with activities to help engage interest.

Our teachers are quickly identifying favourite interests that appeal to each child and these include making breakfast in the play kitchen, interactive play with animal puppets and soft animal toys, building with Lego Duplo blocks, stacking wooden puzzles, listening and action songs such as "The wheels of the Bus" and "If You're happy and you know it clap your hands" and singalongs from our traditional nursery rhyme books.

The children were delighted to discover the deck, sandpit, castle and garden beds during outdoor play times (where sunhats and sun cream started the sequence before we transitioned outside). Smiles were abundant indeed as little friends sensed the freedom to explore so many spaces at their leisure. Some tested out the stairs and enjoyed climbing up and down and others tried the obstacle course and climbing structures. A few bold friends laughed as they went down the slide and repeated the fun.

There is much curiosity and interest in our group time routines as we learn to sit in a circle and sing "Tick Tock", our good morning song, naming each child and teachers. It is amazing to see how quickly many children follow the routines and directions and have already become familiar with waiting to be called for handwashing before meals. Mealtimes shared with classmates is an experience enjoyed with curiosity and interest, and sleep time with gentle music sees many children happily settled as the classroom becomes a familiar place and confidence develops in the support of all their teachers.

Each week we offer activities that reflect both the children's interest as well as cultural and community events and celebrations. Australia Day has started the week for our whole community and we especially think of our beloved Australian animals that need special care after the recent bushfires. Leading on from this, the children each painted koalas on paper plates using soft grey paint and big paintbrushes. More detail is added with noses, eyes and ears added also. Nearby, another craft table sees the children moulding soft grey play dough, making baby koalas with little hands and pressed into shape with little fingers. They are inspired by the branches of gum leaves in which baby koalas are quietly perched.

Thank you, Fledglings, for a great first week!

Fledglings (1E)

Photo Gallery



Fledglings (1E)

Photo Gallery



Fledglings (1E)

Photo Gallery



Stage 2

By Daniella Gosty, Karla Cabezas, Shauna Corry, Sarah Noone , Priscilla Corazza and Lois Ma

Welcome to Stage 2.

We have had a great start to the new year. It was lovely to see how the children from last year came back from the four-week holiday break with excitement about being in their new classroom. They are getting to know whose group they are in. If they are in Daniella, Shauna and Robbie's group they are in the Kookaburra class. The children have been learning the kookaburra song:

"Kookaburra sits in the old gumtree
Merry Merry King of the bush is he,
Laugh kookaburra laugh,
Kookaburra happy your life must be".

If they are in Karla, Sarah and Joyce's group they are in the Tree Frog class and have been singing:

"Gulumph went the little tree frog one day,
Gulumph went the little tree frog,
Gulumph went the little tree frog one day
And his eyes went glump, glump, glump"

Both groups started our new year by talking about the things we did in the holidays; for many of them this was going to the beach. This led into discussions about Australia Day and what we love to do in the country in which we live. We introduced the children to the book 'Australia at the beach'. The beach is a very big part of many of our children's lives at school as we have Bondi Beach, Bronte, Clovelly, Coogee and Maroubra beach all close by.

The Kookaburra children were introduced to the book 'Australia at the beach' discussing all the things we can do at the beach and what we need to take with us when go there. These stories are part of living in Australia and celebrating the country we live in. The Tree Frog class read the story 'Why I love Australia' with a focus on the beach based on the pictures of the story. These stories became inspiration for our

beach inspired artworks. Please look at the display- The Kookaburra's class is outside the classroom and the Tree frogs is above the lockers.

Australian landscapes

The Stage 2 Kookaburra class were shown paintings from Australian artists that focused on different aspects of our landscape from the outback to the ocean. Discussion of these paintings focused on the colours that each landscape showed us, from the oceans and beaches, to the outback and the desert sand and rocks. Using a variety of different media to represent these landscapes the children all had a turn at painting on the canvas. This collaborative artwork is now on display in the hallway next to the children's bathroom. Please wander up and take a look.



Stage 2
Photo Gallery



Stage 2

Photo Gallery



Stage 3

By Christina Mandalidis, Susan Casey, Jason Corrigan, Polina Rodov, Yuliya Ginis and Tiina Juvakka.

What wonderful first few weeks of Stage 3 we have had to start the New Year! All the children seem to be settling so well into their new classroom settings and have shown a great sense of belonging to their smaller groups, as well as to the bigger group as a whole. It is clearly evident that many of the friendships from the previous year have continued and there was lots of excitement and happiness that could be seen on many of the children's faces when they were reunited with their friends. Similarly, we have observed new friendships begin to emerge as the children are getting to know each other and developing positive peer interactions. It is also so pleasing that the children are displaying such confidence and comfort in the relationships they are forming with their teachers, showing that they feel safe and secure in their environment. Our primary aim in the settling period is to ensure that each child feels content, protected and confident, and to meet everyone's individual needs accordingly.

Various circle games that help to facilitate the development of friendships and assist the children in learning each other's names and getting to know each other, have been introduced during group times. The children have loved coming into the circle by choosing a new friend they may not have played with previously, joining together and having lots of fun while jumping, moving around and singing. We will continue with more games throughout the term that encourage these positive social interactions. During the week the children have been engaged in creative experiences focusing on different aspects of Australia as the topic of 'Australia Day' and all things Australian have been discussed throughout the week.

After reading the book 'A is for Australia', the children were particularly interested in the page about Sydney, as they identified that this is the place where we live. Many

were also able to relate to some of the landmarks such as the Opera House and the Harbour Bridge, as they said that they had visited these when they went to the city with their families.

Over the course of the week the children were invited to the Atelier to create their own image of our beautiful harbour through a layered activity. Firstly, using shaving cream coloured with blue food colouring, they could choose to either dip white paper, or paint the paper to create the water. Next, they used wooden sticks and cut paper plates to make the harbour bridge, the Opera House or both.

Australia Day is for 'All' people of Australia. We have come from many places, we all like different things but we are 'All Australians'. Australia Day honours our Indigenous people. We honour the culture and love of the land, stories and songs.

During group time the children listened as Yuliya read a fitting book for our current environmental situation, 'When the Snake Bites the Sun'. This book is based on a story told by David Mowaljarlai of the Ngarinyin people to the aboriginal children living in the Kimberley, Western Australia. The beautiful illustrations have been adapted from the children's own paintings of the story. This is a dreamtime story, that tells of the sun high in the sky that burned so fiercely that she burned the Earth and the animals began to die of thirst. It details her encounter with a snake and how this led to the creation of night and day, darkness and light. At the Atelier each of the children were invited to the atelier, where, using simple cotton buds and warm natural colours they told the story of the sun and snake as they decorated shaped to represent both.

Stage 3

Photo Gallery



Stage 4

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

Stage Four- Celebrating Australia Day

What an incredible beginning to our new year in Stage Four. Most of our children have seamlessly transitioned from Stage Three and we have also welcomed many new children to our Reddam community.

As we delve into Term One 2020, it is most important for us as teachers to assist the children in creating a strong sense of identity within the group, develop meaningful relationships and inspire the children to develop a love of learning early on in their educational journey. As the weeks progress, the Stage Four teachers have been carefully observing the children's play, listening to their conversations and making note of the interests that are transpiring within their core classrooms.

Our first creative experience this year focused on celebrating Australia Day. In Cassandra's class, Australian literature was explored through the storybook 'Possum Magic' by Mem Fox. Possum Hush is made invisible by Grandma Poss to protect her from the dangers in the Australian bush. But being invisible isn't all it's cracked up to be, and Hush longs to see herself again. The two possums travel around Australia to find food that will make Hush visible again. From Anzac biscuits in Adelaide, Mornay and Minties in Melbourne, Steak and Salad in Sydney, Pumpkin Scones in Brisbane, a Vegemite Sandwich in Darwin, Pavlova in Perth and finally a lamington in Hobart did just the trick!

After reading the story, children were invited to make their very own Possum Poss or Possum Hush. Using recycled newspaper, the children cut squares to create their possum's grey-coloured hair. Once dry, the children used light pink paint to add ears, nose and a spiral tail. Children finished off their possum by adding possum eyes using

two googly eye stickers.

In Nina's class, children were encouraged to create Australia's national floral emblem, the 'Golden Wattle'. When in flower, the golden wattle displays the national colours of green and gold.

As a group, they researched photographs of wattle and discussed the colour, shape as well as size of the wattle flower. Next, the children used green markers to create long plant stems. The children then used their fingers to roll yellow crepe paper into small balls and glue them onto each of their plant stems creating their very own Australian golden wattle.

In Krissie's class, the following question was posed to the children; "What is Australia Day?" Hugo promptly responds, "It's when you celebrate Australia." Krissie explained to the children that on Australia Day we celebrate all the things we love about Australia such as: family, friends, food, beaches or parks.

Together they looked at some pictures of our beautiful beaches including Bondi Beach, 75 Mile Beach, Shell Beach and Whitehaven Beach. They talked about the names of each beach and where in Australia we can find them. They then continued by exploring each picture, looking closely for objects that might catch our eye. "I can see a ship on the beach!" said Harry in excitement as he looked closely at the picture of 75 Mile Beach (Fraser Island). "There are so many shells on this beach," said Zoe as she explored Shell Beach. "Is there any sand?" added Hugo.

Stage 4

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

To celebrate Australia Day and all the beautiful beaches we have in this wonderful country of ours, the children made a collaborative artwork on a big white canvas. The children created their very own beach-inspired artwork from by all the lovely beach pictures we looked at earlier.

In Jane and Sandra's class, they shared a beautiful book with spectacular photographs of animals and birds of Australia. The children were invited to choose an animal or bird that they would like to draw and then used collage materials to create each artwork. Working with collage helps our children to develop their reasoning, creative skills, imagination, and problem-solving skills. Engaging in creative experiences enhances their motor skills, hand and eye coordination.

During our morning lesson time, comments were made by the children about the bush fires. One child commented that koalas are nearly extinct because of the bushfires and their homes the trees are being destroyed. This provoked a child-led conversation about the bush fires. Our job during this time wasn't to give information but to listen to the

children's words, note their understanding and settle their fears or anxieties.

We choose to concentrate on the positives, talking about how there were so many people helping the firefighters and helping the animals by feeding them and leaving out food. One child commented that they visited a koala hospital where the koalas had been rescued. We talked about how many animals were saved and how they are feeling better already. Whilst it's good for our children to have information about what's happening, we are mindful how they receive this.

The children's Australia Day artwork and documentation is proudly displayed in our Stage Four Piazza along the Perspex boards. Here children's thoughts, creations and photographs are proudly collated. We welcome you to view our piazza regularly and share the learning with your child. Where children are satisfied and appreciated for their work, they develop a great sense of belonging, being and becoming in their educational learning journey.



Stage 4

Photo Gallery



Stage 4

Photo Gallery



Dance and Drama

By Laura Hudson

It was lovely to be back and see some familiar faces and some new ones too. I (Laura) will be doing Drama in the Nest – Stage 2 every Thursday, Stage 3 every Monday and Stage 4 on a Friday. This week I thought it was important to establish what drama is as I often get asked this by some of the children. So, with the older children we discussed: What is acting? What types of acting do people do? Movies, television, theatre. What is theatre like? How is it different from television and movies? Do you want to be actors today? Actors have to practise, and they play games to practise being good actors.

The first activity we did was “the floor is”. We started a discussion about how we use our imaginations to pretend. “We are going to pretend the floor isn’t the floor. The floor is... honey, ice, a giant trampoline, spiky, hot.” Then we started to pretend that we weren’t ourselves. I got everyone to line up and walk from one side of the room to the other as different characters whom we might meet during the term: a doctor, an astronaut, teacher, a cleaner, an important businessman.

Pass the Ball: All the children stood in a circle. The children then passed a mimed ball to others quickly. Then when it came back to the instructor, the instructor changed the ball in some way: it became heavier, until it weighed a ton, or extremely light, extremely big (and light or heavy) or extremely small (and light or heavy). The ball could take on other characteristics (or adjectives) such as hot, cold, etc. The children needed to show the ball’s characteristics in the way it was passed. The instructor let the children suggest other ways the ball changed to extend the activity. The instructor also gave the ball sounds that

needed to be passed as well and the students had to imitate the sounds. The importance of this game is to be aware of other actors. Good actors can work with other actors and learn to react to what they are doing.

Stage 3 and 4 did a character and freeze exercise. Everyone quietly milled about the room. When I shouted freeze, then everyone had to stop. After doing this a couple of times I froze in position unexpectedly and did not say freeze. As soon as one noticed I had frozen in position they froze as well. So, the effect of one person freezing causes everyone to freeze. Once everyone was still, the group started milling around again. The goal was to see how quickly the group could freeze in position. Once the children got the hang of it, then I had everyone close their eyes. I tapped a child on the shoulder and that child became the secret leader. Everyone opened their eyes and then started moving around the room. The secret leader froze and everyone had to freeze. The other students then guessed who the secret leader was. If they couldn’t tell, then everyone started again and tried to figure it out. Then I selected a new secret child and we continued.

With the younger children I did a similar freeze activity whereby I called out people who they could walk around the room like as e.g. astronaut, superhero, elephant, and animals. Some of the children even came up with their own suggestions. Amanda also incorporated different levels so a low level would be a snake, medium maybe a wolf, high a giraffe. At the end of the activity she spoke about why it is important to have different levels in drama.

Dance and Drama

By Laura Hudson

Shrinking Box: children 'pantomime' that they are in a very large box. At first they might think it is fun and get excited. The children show that emotion. Then they might get mad and show that emotion. Then they might get sad and cry. Then the box gets smaller. They find the sides of the box and then show the same three emotions again. The box shrinks a couple more times until they are on the floor. Then they must figure out a way to escape. The children gave

ideas and then I picked an idea and they escaped with that idea. Actors must learn to copy different characters. Do you ever copy something you see in a tv show or movie? Like Homer Simpson: "Doh!"

What a wonderful first week of drama. Well done everyone!



Music

By Nick Summerfield

Welcome back to school and to the New Year! I hope all of your families had a lovely Christmas break.

The start of year is an exciting time because I get to meet many new faces! With a number of new faces, I wanted to ease the children into our Music classes.

In Stages 3 and 4 we began the lesson with our Expression Circle. We passed around the 'talking microphone' and the children shared how they were feeling and why. The children also shared some of the activities or places they went during the holidays, and swimming was a favourite! I find the Expression Circle is a great way for the children to feel comfortable in expressing themselves, but also to practise listening to others.

We then moved through our 'Good Morning' song, into some simple 5 note scales on BA and LA. To warm up some of the new and shy children, we sang through some familiar songs like 'ABC' and 'Wheels On The Bus'.

The last few weeks we have been working on 'This Old Man', slowly building on repetitive hand movements and body percussion which help with memory, coordination and sense of rhythm.

In Stage 2 we opened the lesson with our 'Good Morning Song' and firm favourites - 'Twinkle, Twinkle', 'Wheels On The Bus'. The children were introduced to the 'Sunflower Song' with the movements. The children were encouraged to be little seedlings in the ground and to grow to be tall sunflowers after the farmer watered them.

We then used simple body percussion to work on a layering pattern. We began with simple claps, adding in knees and then

stomping all to a simple beat. We marched around the room singing 'Ants go Marching' using maracas. The kids were asked to freeze, and then were given a different rhythm to march and play to.

With our Fledglings and Nesters, there are so many new faces. To ease the young ones into music I spent much of the lesson singing to the children. From 'ABC' or songs from Disney - it helped calm and sooth the kids. We then tried to introduce the kids to maracas, and encourage them to shake to a simple beat - fast or slow, while walking around the room freezing on cue.

It's been a great start to the year, and I can't wait to see what we can achieve with our bright, young minds."



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

**Joe Chisholm, Jude Israelstam, Poppy Chong-Briand, Dylan
Du, Veronica Rodov & Arwen Russell**

who celebrate their special day this week
and over the weekend.

We hope you have a fabulous day!

