



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

14 FEBRUARY 2020

Dear Parents and Caregivers,

It has been a week full of love. Not that all weeks in the ELS aren't about love, as is so evident in the gentle hugs the children often give each other in the mornings, or in the empathy they show their friends when they are feeling sad, or in the affection shown by the teachers towards the children. But this week was particularly so, for obvious reasons – we celebrated Valentine's Day today and made sure that the build-up to it formed the focus of the week.

While some might question whether young children even know what Valentine's Day means we make a point of always looking for teachable moments or for events which might be worth exploring in a bit more detail. Throughout the year there are a number of such events: Mother's Day and Father's Day, Halloween, significant cultural and religious events, birthdays, and so on.

Each of these events allows us the opportunity to introduce the children to the activities associated with that event and they inevitably relish exploring them through their creativity and inquisitive minds. Such was the case this week, as they learned more about Valentine's Day. Of course, our focus was on those whom they love and how they might express that love to their special people.

There was much animated discussion as the children told their teachers about the people they love and they also explained how those people make them feel loved. They were encouraged to express their love for the unique people in their lives through their creativity and as a result the ELS was a blur of red and pink throughout the week, with hearts adorning many a surface.

Dee's Message

Exploring emotions is an important learning tool in an early learning environment and it is critical that young children understand that all people have emotions. The teachers also help them to learn how to name their emotions and they guide them gently in the best ways to express them. Emotions can often be confusing so being able to see them as natural and universal is an important learning experience for young children.

We hope that all our families enjoyed a happy Valentine's Week and that the focus on love and affirmation continues throughout the months ahead. May it

transcend the celebrations of a week to become part of every relationship we have.

Very special news in the ELS was the arrival of twin girls to one of our Fledglings teachers, Lois. They were born at 10.30am on Tuesday. We are delighted to welcome Alyssa and Rosella to the Reddam House ELS family. The two new arrivals join their very proud little sister, Iris. Congratulations to all the family!

Enjoy the weekend!

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

The Nest children have come on in leaps and bounds in terms of confidence this week. It was wonderful to see our little ones settle quickly after drop-off and be content to start their day. We have introduced our good morning song "tik tok" when we all gather together at morning teatime. By learning this song each day, we are helping each child become familiar with each other's names, and helping develop a sense of routine, belonging and familiarity in the Nest.

We also celebrated Valentine's Day this week! The children helped us decorate the room with balloons and hearts, and they

were busy creating their own love heart cards with their footprints to give as gifts to Mum and Dad. In return, we asked our parents to contribute a love note to their little one written on a red heart that we displayed on our Nest tree. Our focus this week was on the value of love. We strive to create a loving space for our little ones by spending quality one-on-one time with each of them and having lovely cuddles at every chance. All the children are so adorable and easy to love - so it makes our job very fulfilling.



Fledglings (1E)

By Jane Teh, Shirley Brockwell, Anna Lee and Natalia Jimenez

Valentine's Day!

It is a delight to see our wonderful Fledglings children so quickly settled into and enjoying the daily routines. From a base of security and belonging comes an openness to learning, confidence in free play exploration and active engagement in the group experiences. This week we saw confident involvement and enthusiasm as we celebrated Valentine's Day, a joyful time of pink and red hearts, along with stories and songs about the emotion of love. We even had dress-up days when the children were invited to wear red to school, adding to the happy hearts reflected in our decorations.

The EYLF Outcome 3, "Children have a strong sense of wellbeing" is developed through activities which include interacting and showing empathy with others, manipulating objects, gross and fine motor skills, co-ordination, control and strength. The activities chosen this week also incorporated many elements of EYLF Outcome 4: "Children are confident and involved learners" with activities inviting curiosity, group time, art and craft and teamwork.

The children all joined in a collaborative art project to create a beautiful painting with imprints of their little hands dipped in paints of rich warm red colours. Their efforts are proudly displayed on our classroom gallery wall. We painted hearts using heart shapes as stencils and big brushes dipped in red paint which are also on display this week in the classroom and on the tree outside our door. These will be included in each child's reflection journals.

In other activities, the children enjoyed filling pretty red paper cups with "rose petals", carefully manipulating wooden tongs to lift each petal and place it in a cup. Developing hand-eye co-ordination, dexterity and fine motor skills are integrated into the design of such activities and mastery

over the use of implements creates a sense of pride and accomplishment.

At the play-dough table, friends enjoyed squeezing and flattening the soft pink play dough, a wonderful sensory experience, then using heart shaped cutters to make hearts of different sizes. The heart represents the love we feel for others and throughout history the heart has been used as a metaphor for the emotion of love.

We read special Valentine's Day stories this week: "When I'm feeling loved", "Guess how much I love you" and finally, "Love is in the air". We listened to the song of the same name, then enjoyed dancing in rhythm to the beat of the music. Such big smiles as we enjoyed the warm and happy vibe of this old favourite disco tune!

Even more creatively we experienced a special Valentine's yoga class with our very own yoga teacher Natalia who brought the emotions of love to life in yoga poses of the heart, while expressing love in actions and movements. It was amazing to see the children so eager to immerse themselves in this experience to gentle music and songs, while all sitting quietly captivated and trying the poses with interest and engagement.

We wish all of our Fledglings families a very happy Valentine's Day and hope you receive special embraces from your lovely children!

Fledglings (1E)

Photo Gallery



Fledglings (1E)

Photo Gallery



Stage 2

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

Gung Hay Fat Choy- Happy New Year!

EYLF Outcome 2-2: *Children are connected with and contribute to their world.*

by responding to diversity with respect.

Lunar New Celebrations in the Kookaburra class

The children helped some of our friends in the class celebrate Chinese New Year with the introduction of our Lion puppet and the song "See the Lion dance and prance". The children were very excited to be introduced to our lion who dances and prances on the strings as we sang the song and did the actions.

We read the story '**Lanterns and Firecrackers**' and '**Dragons and Lions**' about how Chinese New Year is celebrated by cleaning the kitchen, putting on new clothes, receiving red envelopes with money, dancing with the lions and dragons, scaring the bad luck away with firecrackers and having a big feast of food.

Our friend Owen brought in red envelopes to hand out to his friends to celebrate the new Chinese New Year. As he handed out the envelopes he said "Gung Hay Fat Choy" - Happy New Year.

**"See the Lion dance and prance
Dance and prance, dance and prance,
See the Lion dance and prance,
On Chinese New Year's Day.
(Hear the drums go boom, boom, boom,
Hear the cymbals clash, clash, clash,
See the fireworks pop, pop, pop
See the children laugh and play,
On Chinese New Year's Day"**

Oscar brought in a lion that danced and played music that sounded like the drums banging and the cymbals clashing. We made our own rattle drums to help celebrate – we threaded beads to attach to

the side of a paper plate and when we shook it we got a banging sound.

Love is in the air!

We hope you all had a wonderful Valentine's Day with your families.

The children loooooooved sharing the love with our celebration of love and friendship for Valentine's Day. They were excited about making a special card to be given and talking to us about who they love. There was a lot of talk about mums, dads, brothers and sisters.

Happy Valentine's to all.



Stage 2

Photo Gallery



Stage 3

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

In the dictionary, love is described as a strong feeling of affection, but in Stage 3 we like the Winnie the Pooh explanation best.

"How do you spell love?" - Piglet

"You don't spell it, you feel it." - Pooh

Love was definitely been in the air in Stage 3 over the past week as the children prepared for and celebrated Valentine's Day. They explored different types of love, from the love of a family, love of themselves and the love of friends.

The children read books about love but took a particular interest in a book called 'The Things I Love About Family' by Trace Moroney. It has gorgeous artwork and perfectly chosen words and shares simple examples of positive thinking about the everyday situations which children experience. There are so many things to love about family. Researchers of positive psychology have found that people with positive attitudes are more creative, tolerant, generous, constructive, successful and open to new ideas and new experiences. Positive thinkers are happier, healthier, live longer, experience more satisfying relationships, and have a greater capacity for love and joy. The children then expressed who they love in their family and why.

Lincoln: Mummy cause she gives me kisses and hugs.

Jacob: Mummy cause she plays with me.

Margaux: Daddy. He always gives me kisses.

Freyja: Ivy, Theo, Lucia and mummy cause I can't watch myself. Mummy comes and takes me home.

Elia: Nanny, Uppy and Remy cause they give me huggies. Me and Remy play games and puzzles.

Ridley: Mummy cause mummy put new batteries in my walkie-talkie.

Eloise: Mummy and daddy because we play duckies.

Erinn: Mummy go to shop.

Tobias: Mummy, daddy and papa. We go to buy toys and food whenever we run out.

To assist in developing fine motor, hand-eye-coordination and numeracy skills, the children had a great new game to play. They used numbered love hearts, pom-poms and child friendly chopsticks. Firstly, they chose a love heart with a number on it that they recognised and identified. The children then used the chopsticks to pick up the same number of pom-poms and place them next to the love heart. This game had lots of different steps and really encouraged the children to persevere and complete the task at hand.

The children were busy creating art works that reflect the idea of love and Valentine's Day. They used red and pink paint and glitter to freely create love pictures by either painting freely or using love heart stampers.

On Valentine's Day the children came to school dressed in their amazing love colours and spread the love all day! They had the opportunity to have love hearts painted on their faces, bake love heart biscuits and they danced the day away to lots and lots of love songs.

Stage 3
Photo Gallery



Stage 3

Photo Gallery



Stage 4

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

Valentine's Day – I love you to pieces

On February the 14th, Reddam ELS celebrated Valentine's Day, the day of love. It was so beautiful seeing all our little people dressed in shades of pink and red and some of the teachers were even surprised with chocolate and flowers from the children.

In preparation for Valentine's Day the Stage Four children were very busy creating beautiful pieces of art to display in our piazza.

In Nina's class, the children could choose from a variety of paper pieces which included colourful paper, cellophane and shiny squares, to create a beautiful love heart collage, each piece of paper representing a piece of their heart.

A benefit of making collages is that it helps children to strengthen their fine motor skills by selecting paper pieces using their fingers and sticking them into place. It also further facilitates great hand and eye coordination to move and fit it onto their love heart shape.

To further extend on our creative expression, we read the book "In my heart" by Joe Witek:

"Sometimes my heart feels like a big yellow star, shiny and bright. I smile from ear to ear and twirl around so fast, I feel as if I could take off into the sky. This is when my heart is happy."

Happiness, sadness, bravery, anger, shyness . . . our hearts can feel so many feelings! Some make us feel as light as a balloon, others as heavy as an elephant. "In

My Heart" explores a full range of emotions, describing how they feel physically, inside.

After reading the story, we further reflected on our own feelings we posed the question "How is your heart feeling today?"

Here are some of the children's responses:

Alexander: My heart is happy because my Daddy always buys me toys.

Frankie: My heart is happy because I love Lulu.

Lulu: My heart is sad because I want my Mummy and some cuddles.

Rafi: My heart is very happy because it is my birthday.

Rainer: My heart is happy because you cuddle me.

Joe: My heart is brave because I got needles.

Freddie: Happy because I get cupcakes.

Aman: My heart is happy.

Adele: My heart feels happy because I give my daddy cuddles.

Henri: My heart is shy because I'm tired.

As an additional art activity, the children created Valentine's Day cards for their loved ones.

We wish all our families a wonderful weekend filled with love.

Stage 4

Photo Gallery



Dance and Drama

By Laura Hudson

This week in drama we continued with our theme **Bears, Bears, Bears!** We explored the theme of bears using the well-known story "**Goldilocks and the Three Bears**".

In **Stage 1**, we are working on getting the children comfortable with new and interesting objects and concepts as well as building confidence. Drama can be overwhelming, especially for our younger ones. At this early stage, we are happy if they get involved! This week, after parachute work, Stage 1 gathered around a jack in the box with a bear inside. We watched as the music played and the bear popped out! We showed our bear faces and listened to what they sound like. Stage 1 then had a visit from Peter, the friendly rabbit puppet. A number of the children were brave enough to come and have a look at Peter and were all willing to go under the parachute when encouraged! Great work Stage 1.

At the beginning of Drama this week, **Stage 2, 3, and 4** were told the story of Goldilocks and the Three Bears. During the story, the children were encouraged to **mime** some of the key parts. We mimed brushing Goldilocks' hair, putting on a lovely dress, finding a house, and looking through the windows. Adam from Stage 2 did very well at miming. We then jumped up and acted out the story.

Stage 2 were encouraged to skip through the woods, while **Stage 3 and 4** were given different movements to work on like skipping, jumping, hopping, and walking backwards. Once we arrived at the bears' house, we knocked on the door using our voices, feet and hands to do the action. Alas! There was no-one home. We peered through the windows and we could see three of everything. The children held up the number 3 with their fingers, working on their **fine motor skills**. We decided to check the back door, and, to our surprise, it was open!

Once inside the bears' house, we could smell porridge. We used our noses to **lead** us into the kitchen. The children showed me a big bowl of porridge, a medium one, and a small one using their bodies. The children showed me with their faces that the big one was too hot and the medium one was too cold. We gobbled up the small one and then moved to the lounge room.

In the lounge room, we saw a big chair, a medium chair, and a small chair. We showed the difference in sizes with our bodies. When we sat on the small chair... it broke! The children showed me, with their faces, how upset they were. Angus from Stage 2 loved falling off his chair! I encouraged **Stage 3 and 4** to give me ideas on how we could fix the chair. Some suggestions included sticky tape, nails and a hammer, glue, and cement. Lucas from Stage 4 suggested using a saw but that only broke our chair into smaller pieces! After attempting to fix the chair (but failing) we decided to go upstairs for a nap.

The stairs were very creaky, so we made **onomatopoeic sounds** while we walked. In the bedroom, we picked the small bed straight away after recalling that in the kitchen and lounge rooms, the small one was always just right. **Stage 2 and 3** fell asleep and I became the bear coming home from my walk. I chased the children out of my house! **Stage 4** broke off into two groups. One group played Goldilocks asleep in the bed, and the other group played the bears. The bears, coming home from their walk, found their porridge ruined, their chair broken, and someone asleep in the little bear's bed! Group 1 were encouraged to stay VERY still while the bears were walking through their house. The bears then chased Goldi from their house! We then swapped groups, so everyone had a chance at being both characters.

Stage 3 and 4 have just started to work on the concept of the **Hot Seat**. This is where they are asked questions about their character and encouraged to come up with creative answers. **Stage 3** were asked simple questions like "What colour was your dress, Goldilocks?" And "Were you scared when the bears showed up?". **Stage 4** were asked to stand and reply in sentences. Some questions asked were, "What did you find in the house when you came home from your walk?" And "What porridge was your favourite and why?" We will be working on hot-seating throughout the year.

Music

By Nick Summerfield

What is music? Music is sound organised in time, while including common elements such as pitch, rhythm, dynamics and sonic qualities.

In Stages 3 and 4 we are working on developing our sense of rhythm and pitch. Through simple 5 note scales the ear is trained to pick up on changes in tone, while also developing a sense of timing.

After singing through our warm-ups, we sparked the memory with 'Do-Re-Me' which is always a class favourite.

Through a simple game like 'Around The Circle', the kids must watch, wait and listen for the sound that is traveling around the circle before passing it on. They enjoyed the challenge and were super focused watching it travel around the class. After a quick lesson in how to shake a maraca, the children were asked to try shake in time to different beats played to them by myself or their teacher.

We revisited 'This Old Man' and continued working on percussive pattern to the lyrics - even some of the teachers are still picking it up!

We began learning the first verse of 'Here Comes The Sun' (which I am already SO excited about) before ending the lesson.

In Stage 1 and 2 we began the lesson with some simple warm-ups with 'Head, Shoulders, Knees and Toes' before singing and playing along to our favourite songs.

This week we had a few more rounds of our 'Sunflower Song', to try and give everyone a turn of being the happy farmer before moving onto 'I Can See A Rainbow'. I

wanted to introduce colour with music using this simple song and a rainbow. After singing through, various colours were placed around the room and the children had to move to each colour when it was sung. Each time the order was changed so they weren't relying on memory or a pattern.

'Incy Wincy Spider' is a familiar and easy way to help understand beat. The children were giving a steady 'tick-tock' beat to follow along with their instrument.

In Stage 1 and the Nest we also used our Piano Play Mat to try and encourage some of the children to feel comfortable and play. Down in The Nest we began the lesson with some soft, familiar songs which they've been listening to me sing over the last few weeks. Having the familiarity helps calm them, while becoming more comfortable with me coming in and changing the environment. The Play Mat is always a hit, and it was such a joy to see them explore the different sounds it could make.



SPORT

By John Qulifer

This week in Sport we were very lucky to have any classes at all. Despite the weather, we were able to fit in a few classes and we continued to acclimatise the Stage 3s and new Stage 4s to sport.

Our classes this week consisted of beginner cognitive processing games, with responding to verbal cues and reacting appropriately. One game that is becoming a favourite is "Ship, Shark, Shore".

In this game we run from one correct spot to another correct spot while the game leader tries to trick or confuse the players by calling out the same spot they are in or pointing to the wrong spot.

All students have been excellent in terms of their participation and behaviour, which is an excellent sign at this stage of the year and bodes well for the rest of the year. I have only just started to introduce games that include being chased and tipping as well as taking a turn being "out".

So far, all the children have had a great time and classes and games have been a real joy! In the next few weeks we will continue to work on our routines and expectations while we play games that improve our reactions to verbal cues, cognitive processing, and locomotion skills.



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

Hugo Brady

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

We hope you have a fabulous day!

