



REDDAM EARLY LEARNING SCHOOL WOOLLAHRA NEWSLETTER



Dee's Message

21 FEBRUARY 2020

Dear Parents and Caregivers,

The term is well and truly in full swing and the children and their teachers are enjoying the many activities in which they are involved. Learning about our fascinating world side by side is an enriching experience not only for the children but for the teachers too, as they are reminded daily that seeing things through the eyes of a child is the best possible way to experience life.

Of the many activities which are packed into each day, there is no doubt that the one which most often consumes the attention of the children is that of reading. Whether in being read to by a teacher, parent or significant other person, children are very quickly caught up in the story. They also love paging through a picture book on their own, 'reading' it with great pleasure – often with a very different storyline to that which the writer intended!

Many years ago, a children's literature professor referred to books as windows. While they might be made of paper, ink and cardboard, they offer a transparent and vivid window through which we are able to see

into other worlds. Then, as another writer has put it, the windows can become sliding doors through which we might step into those fascinating worlds.

In the same way, books may also be seen as mirrors. We all need those moments of self-evaluation and of figuring out who we are and how we fit into the world. Books provide a safe way for us, and for children in particular, to do just that. They are able to relate to the characters about whom they read and to the situations in which they find themselves. In all of these hypothetical situations, children are subconsciously drawing a parallel with their own lives and working out how they might react in similar situations.

Dee's Message

As has been pointed out by researchers, children need both types of books in their lives. They need to see through books, as well as to have the stories of books reflected back into their lives. This is where the role of the teacher or parent is so critical. Not only is it important to provide books which prompt self-discovery and questioning but it is also vital for the adult to be a collaborator in the process.

By walking alongside the child and by posing probing questions, a story is given added life

and meaning. And by encouraging children to 'read' their own books and to describe, explain and question, they gain a sense of independence and mastery over this most wonderful of all experiences. There surely cannot be many more valuable attributes that we can foster in our children than the desire to escape into the pages of a book.

Dee Pitcairn
Principal



The Nest (1R)

Kiri Winders, Rachael Soegiono, Min Pattharasiritanarat & Rochelle Lundie

The Nest children enjoyed the beautiful weather and ventured outside as much as possible this week. We have noticed the children are beginning to explore and understand the concept of object permanence. Object permanence involves a baby's understanding that when things disappear, they aren't gone forever. Learning about object permanence through play is a brilliant way to help children understand this concept; that when things that leave his/her view, they are not gone forever.

Developing object permanence is a precursor to symbolic understanding (which a baby needs to develop language and pretend play). It is an important milestone for our little ones, especially as they begin day-care and are separated from their parents or primary caregivers for the first time. Learning about object permanence is a wonderful

way to support and help our children work through separation anxiety. To help support this learning, the educators in the Nest have set up a number of resources including containers, fabric and toys for children to play hide and seek with. They also have been regularly engaging in games of 'peekaboo', with fabric, hiding behind furniture or using the slide outdoors as a way of watching a friend disappear only to appear again at the bottom of slide.

Playing hide and seek with balls has also been a great way to teach the children other skills such as eye tracking and hand-eye coordination. On a social/emotional level, we can see that the children are learning that their mum or dad always return at the end of the day. They are settling more quickly at drop-off now and are happy to see mum, dad or carer on pickup. It's been a wonderful week!



The Nest (1R)

Photo Gallery



Fledglings (1E)

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

Our new world of nature

The natural world around us invites endless curiosity and discovery and always a limitless wonder of the beauty of trees and plants, some flowering and bearing fruit and many also the secret habitats of a myriad of creatures large and small. This week the Fledglings welcomed nature indoors, exploring leaves and plants and some of the little insects often found in leafy places. The EYLF Outcome 2, 'children are connected with and contribute to their world' encourages a focus on social responsibility, awareness and respect for the environment. Our planned activities this week created awareness of plants and insects, a starting point in care and respect for our natural living world.

The children enjoyed wonderful creative activities including a collaborative art project painting butterflies and building habitats for insect friends with soft green play dough and green leaves of different shades and shapes. Little hands pressed and flattened the play dough with small grasshoppers and beetles, leaving deep embossments of insects like ancient fossil casts.

The fascination with insects was the stimulus for the books we read: 'The Very Hungry Caterpillar' and 'Willbee the Bumble Bee'. We sang 'The Ants go marching', 'Shoo Fly' and 'Incy Wincy Spider', with many smiles of understanding as we followed the actions along with the song.

Our special nature-inspired yoga session with Natalia saw the children trying movements and poses of a leaf unfurling, a tree growing and branches swaying in the breeze. They especially enjoyed flying like a butterfly to the lovely song 'Fly like a butterfly'.

The outdoor garden beds extended our interest in leaves and plants as the children became familiar with the herbs growing there and discovered the wonderful scent of peppermint leaves. We looked around and noticed the many shrubs and trees in our outdoor spaces and especially delighted in the festive orange flowers cascading over the wall near the castle.

In other activities this week the children each painted a beautiful placemat using pastel colours of pink, green and blue. These will be laminated and used with pride at our mealtimes. Table manners, grace and courtesy are part of our new Fledglings world and already it has been a joy to see the pleasure our little friends have sharing mealtimes together. Children are drawn to each other with curiosity and interest and smiles and giggles reflect the enjoyment of social interaction. Courtesy is also learnt in play, waiting for turns on the slide, sharing books, listening to teachers, using gentle hands with friends. Our new world of school life is unfolding in so many wonderful ways.

Fledglings (1E)

Photo Gallery



Fledglings (1E)

Photo Gallery



Stage 2

By Daniella Gosty, Karla Cabezas, Shauna Corry, Sarah Noone, Roberta Sakami and Joyce Matsui

Making Connections in Stage 2

As we watch the children from the Tree Frog class in play, we sometimes see that they engage in solitary play. This is when the child chooses an activity of choice independently which is age appropriate and a basic part of their development. Over the last couple of weeks, the children have shown continuous interest in others around them and some have been observed taking part in play alongside other peers who share common interests, such as Daliya and Noa Barnett who walk into the classroom each morning and head to the baby corner together before saying goodbye to their dads. Lily and Arwen also share interest in babies and are often seen bottle feeding the dolls. Arthur, Adam and Josiah are the chefs of the class who enjoy making treats for their friends. William Dery and William Henderson will often create train tracks together and Sabine and Sofia usually brush their hair at the vanity table.

Such interactions demonstrate the positive, safe and secure connections that the children have developed over a short period of time and we are looking forward to what the rest of the year will bring.

The Things We Love About Our Family and Friends

As a follow up from the Valentine's Day Celebrations, our focus for this past week was about discussing who we love, who are the special people in our lives and who is in our hearts. The stories we read were 'The things I love about my family', 'The things I love about my friends' both by Trace Moroney and 'Love' by Helen O'Dare and Nicola O'Bryne.

During group time, the children were given the opportunity to tell us who they love. Amongst the children's quotes we heard lots of mummies and daddies and then, when it was Max's turn, he said "I love mummy, daddy, Frankie and Adam." This led us to further discuss that we can also care for and love our friends and therefore be kind to them. We used this opportunity to learn about using our gentle hands with friends and using our words to tell them how we feel – that might also mean saying 'Stop, I don't like it' if a friend makes you sad. With this in mind, we introduced the song 'Soft kitty' with the cat puppet, who showed the children how to use their gentle hands to pat its fluffy fur.

Jump, Jump, Josie

We have also introduced the game of Jump, Jump, Josie to the children to further encourage social interactions and turn-taking. The game consists of the children sitting in a circle with one child in the middle as 'Josie'. The child in the middle jumps while the children who are sitting sing to 'One in the middle and a Jump, Jump, Josie'. At the end of the song, 'Josie' has to choose a partner to join them in the middle. The song continues with 'Two in the middle'. Each time the song is repeated, the number of children in the middle increases (i.e. 'Two in the middle', 'Three in the middle') until the song finishes with 'All in the middle'.

Stage 2

Photo Gallery



Stage 3

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

Marble Painting

In Stage 3 the children greatly enjoyed and benefitted by rotating classrooms in the afternoons as they love exploring the wide range of the different learning materials and resources available. In Jason's and Yulia's classroom where 'tik tok' takes place, Tina's group showed particular interest and enjoyment when playing with 'marble sounding tree', where you drop a marble down the tree and watch it weave through the leaves one by one creating beautiful sounds as it falls. To follow up the children's interest we decided to use this marble painting technique to create artwork in line with the EYLF Learning Outcome 4.3: Children transfer and adapt what they have learned from one context to another.

Instead of having purple paint ready for this activity, it was a fantastic learning opportunity, and much more interesting to create it from scratch by mixing blue and red paint together. The children were fascinated and curiously observed this transformation process and asked to have a

turn to hold the paint brush and help to mix the paints.

Then marble painting started by placing a drop of pink and purple paint on a heart shaped paper, that was placed in a cardboard tray. The funniest and most exciting part of this activity was to place the marbles in a cardboard tray and carefully tilt the box from one side to another creating beautiful and erratic lines and patterns on their love hearts. The challenge was also to keep the marbles from falling out of the box.

This was also great for hand-eye coordination and it took a little practice in multitasking for them to tilt the box, keeping an eye on the marbles as they rolled through the paint all at the same time. Another option was to work with a partner who held one end of the cardboard box to help tilt it back and forth, allowing children to strengthen their social and teamwork skills that are important aspects of life.



Stage 3

Photo Gallery



Stage 3
Photo Gallery



Stage 4

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

When the Right and Left Brain Collaborate

Our Valentine's Art Project was inspired by Kandinsky's 'Squares with Concentric Circles'.

Children naturally love to engage in creative projects. This was a teacher-led experience with each child following a procedure and instructions. Fine motor/pencil grip skills were practised and enhanced through the holding of different mediums and drawing the hearts. These skills are a foundation to prewriting.

Each heart was drawn inside a grid of twelve squares. However, before commencing, the children individually

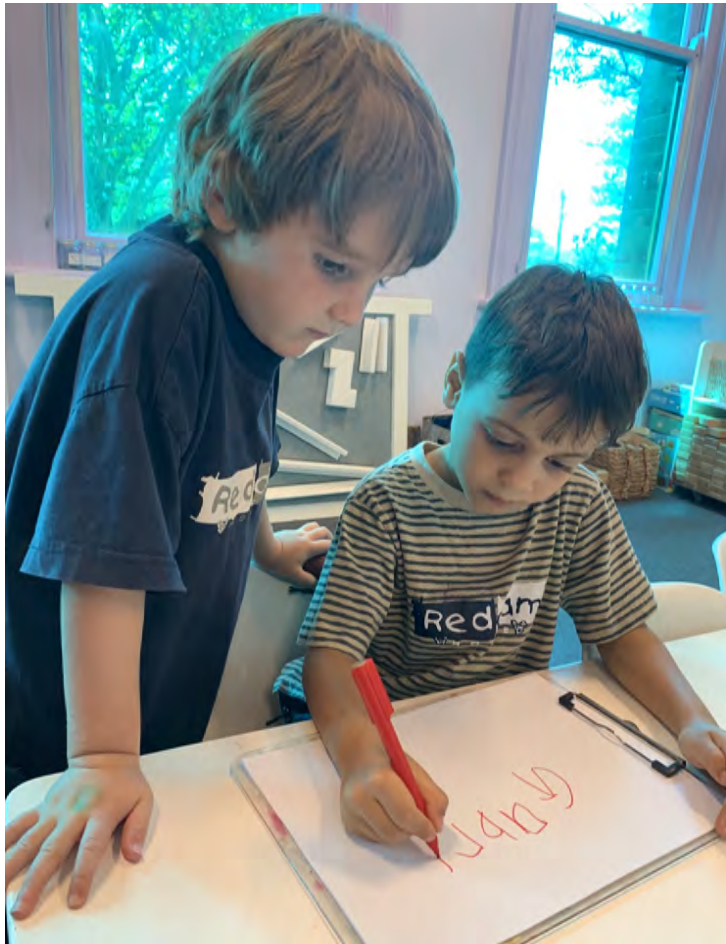
counted the squares to check they had the right number. As the children journeyed through drawing their own interpretation of each heart, I heard the commentary of how many hearts they had drawn and how many hearts they had left to draw before they finished. The children enjoyed working with the grids and counting the squares.

Language skills were enhanced, and new vocabulary was introduced as we explored the world of the arts. The children learnt names of famous painters, colour and shape words.



Stage 4

Photo Gallery



Dance and Drama

By Laura Hudson

This week in Drama we went on **Safari!**

Stage 1, 2, and 3 learnt a fun song about elephants. We tapped along to the rhythm and added actions to some of the words. We worked on fine motor skills by wriggling our fingers, and vocal projection by making the sound of an elephant at the end. Once we had sung the song a few times all together, I started to leave out some of the rhyming words and encouraged the kids to fill in the gaps. McKenzie, from Stage 1, had a smile on her face the whole time we were singing and she clapped at the end of the song! Well done.

During parachute time this week, **Stage 4** turned the parachute into a juice-making machine. We blended up lots of fruit by shaking the parachute fast and slow. We mixed the juice by walking around in a circle. We finished making our juice by coming in nice and close, and then popping out to get any bits we missed. To try the juice, the children went under the parachute and drank it all up! Zoe and Cory from Stage 4 were very enthusiastic about making our drinks and made lots of great ingredient suggestions.

We then went on our safari adventure. We packed a bag. **Stage 3 and 4** were prompted with questions like "What happens if it gets cold?" Or "What do we need if it's really sunny?" We packed the bag with their suggestions. We drove to our safari in our cars - **Stage 2** told me the colour of their cars. In **Stage 4**, we took turns to "follow the leader" to get to the safari. Once we were parked, we could start looking for animals (with our binoculars, of course).

Stage 2 and 3 found elephants, giraffes, and lions. The animals were located in different

parts of the room. We took out our binoculars and scanned the room before spotting an animal. The children guessed which animal we were finding by the prompts I gave, for example: by the waterhole there is a BIG animal which has stomping feet, grey skin, and a really long nose. What animal is it? Lucas from Stage 2 was confident enough to come along on our safari adventure - well done Lucas!

Stage 4 extended on this by finding a few animals in each location. By the waterhole there were elephants AND flamingos. We practised standing on one leg like a flamingo. Lunar from Stage 3 thought she saw a flamingo as well. At the trees, the giraffes were munching on leaves, AND monkeys were swinging through the trees. We became each animal - using our bodies and voices to show what that animal would look and sound like.

In **Stage 1, 2, and 3**, I try to encourage crawling. Crawling is essential for abdominal muscle development and shoulder strength. We crawled around the room as hungry lions looking for some food. When our lions got tired and returned to their cave for a sleep, we were able to sneak back to our cars and drive home.

Stage 3 and 4 were then challenged to the Hot Seat- building from last week. They were asked questions about their safari adventure, what animals they became, what animals they saw, and how their animals behaved. Well done, **Stage 3 and 4**, for being confident enough to stand up quietly, stand still, and answer questions in front of your peers.

Does Learning Music Carry Lasting Effects?

Learning music at a young age will assist in wiring a child's brain into a 'musical' brain, which will carry a multitude of benefits into their adult years such as:

- information retention
- problem solving
- regulates behaviour
- ability to strategize

Studies have found babies as young as 2 months old can pick out 'sensory consonance' - this is when two notes sound pleasing or jar.

In Stage 3 and 4 this week, we opened the lesson with our 'Expression Circle'. I believe the relationship between emotion and music is crucial, and that comes from understanding our own feelings. This encourages the children to explore what makes them feel how they're feeling.

We then moved onto our warmup scales - this week we sang on 'BA' and 'MOO'. Helping stimulate the familiarity of creating different vowel and mouth shapes. The song we're learning this term is 'Here Comes the Sun' - and the way some of the classes have been singing has been filling my emotional bucket (as we say in class). It's such a joy to watch the children be naturally carried by the music and interpret it in their own way.

Before ending the lesson, we played a class favourite - 'The Floor Is Lava'. The children have to step across the 'rocks' in time with a metronome to reach the other side. The first round they held my hand to help them get a sense of the beat, before attempting to cross by themselves.

In Stage 2 we opened the lesson with our 'Good Morning Song' and 'Wheels on the Bus' to help bring them into the class. Before we moved onto layering 'ABC' and 'Do-Re-Mi', the kids were given maracas to play along with the beat. As the tempo

increased, we stood up and incorporated stomping while playing, before adding a freeze in 'Do-Re-Mi'.

We had a few sing-a-longs to our 'Sunflower Song', giving some children the chance to be the farmer and water their garden. As the tempo increased, the children stretched their arms and instruments to the sky, shaking in the wind.

Using our sleigh bells, which the children had on their wrists, the children sang along to 'This Old Man' while incorporating simple percussion and movements. We also used the numbers to count through the song, and the kids were asked which number comes next. They had to make their bells ring by rolling their arms.

It's great to see The Fledglings and The Nest becoming more confident and involved. We used instruments to play along with our favourite songs before continuing learning the processes in our 'Sunflower Song' and counting through 'This Old Man'. Repetition helps build their confidence, while also engaging the memory and movement.

We use the Piano Play Mat, which the kids love, to continue working on lining up and crossing the mat one at a time. The babies had a ball walking and crawling over the mat and watching the sounds it would make.

SPORT

By John Qulifer

This week in Sport we continued working on introductory games that focus on primary movement skills.

Favourites have included "Ship, Shark, Shore", especially when I try to "trick" our young friends into moving when they aren't supposed to. The giggles and squeals as they process the "trick" and correctly stop themselves from running is absolutely joyful.

We have also started to introduce very simple chasing and tipping games to those groups that are ready. The first of these is called "Sharks and Surfers" and involves a very friendly and silly "shark" trying to catch

"surfers" who are running from island to island in the sea. Again, the squeals and giggles that this game produces are a wonder to hear and you can't help but grin as the kids enjoy running around and having fun.

Specific physical skills that we are working on within these games include spatial awareness, recognition of patterns, reacting to changing stimulus, cognitive processing as well as locomotive skills such as changing speed and direction. Other general skills we are improving are listening, responding appropriately to instructions and being aware of others.



Happy Birthday



Reddam Early Learning

would like to wish a very happy birthday to

Mya Machlver, Louis Johnson, Harrison Allen, Henry Stirk, Alexander Cao, Innaya Bhojwani and Toby Day-Plainster

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

We hope you have a fabulous day!

