

Term Dates 2020

Term 3: Wed 22 July – Fri 25 Sep
 Term 4: Tues 13 Oct – Wed 16 Dec

Term Dates 2021

Term 1: Thu 28 Jan – Thu 1 April
 Term 2: Wed 21 Apr – Fri 25 June
 Term 3: Wed 21 July – Fri 17 Sep
 Term 4: Tues 5 Oct – Wed 15 Dec

2020

Term 2

Wednesdays	9-11am	Basketball with Jerome
Fridays	9-11am	Basketball with Jerome
Thu 20 Aug	AM	In-house Tinkering
Weds 26 Aug		Snack Attack (organised & served by Kinma Staff)
Tues 8 Sep	AM	In-house Tinkering
Weds 23 Sep		Snack Attack (organised & served by Kinma Staff)
Fri 25 Sep		End Term 3

Snack Attack - Pizza Truck



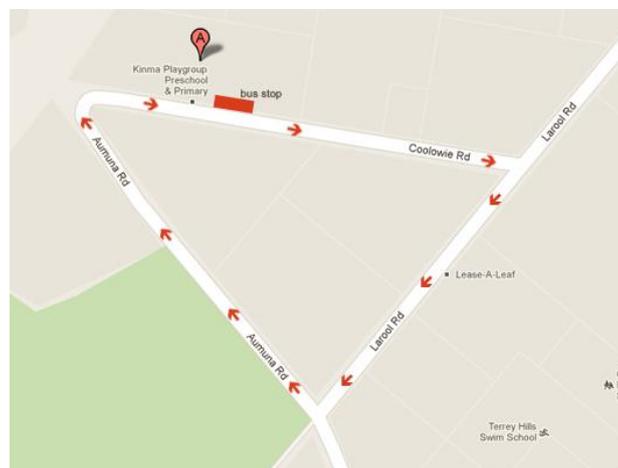
Admin

Drop off and Pick up

PLEASE READ: Our wonderful new neighbours across the way contacted me last week to ask if I can remind all the community to travel at the zoned speed of 40kph (I would say less) entering and departing Kinma School. We have seen a few Kinma cars speeding excessively along Aumuna Road and breaking just before the corner at drop off and pick up times.

This is even more important at the moment as we are trying to keep car turn over times quite short to allow everyone the ability to come close to the school to pick and drop off.

We also remind you that entry to Kinma for drop off and pick up is via Aumuna Road and up Coolowie Road.



Bush Regeneration

From the mouths of babes The grand daughter of one of our bush group told her “ mu mu, you need to take out the thistles when you come in this weekend as there are getting too many. “ This and lots of other nasties were lovingly removed this Saturday around Preschool.

If you would like to join us for a couple of hours on a weekend please let us know. We are very blessed to have Conny Harris (ex parent) who is such an expert on our native flora and fauna guiding us.

Lost Property



Are you a knitter ... and even if you are not ...

We are looking at getting all the adults of the community to knit a square and send into school, so we can find ways to harness the great energy that we are missing at school and make a blanket or two for the homeless. Have a think, and we will send more info out shortly.

Julie, Claire, Carin and Narelle

Education Leader

“Reading changes your life. Reading unlocks worlds unknown or forgotten, taking travellers around the world and through time.” Donalyn Miller, 2009

Dear families,

I hope this newsletter finds you warm in body and heart.

We aspire for our children to be lifelong learners and as part of that experience, lifelong readers. At school we create opportunities for children to read silently, aloud, independently, collaboratively with peers (own age and multi-age during ‘buddy reading’), and with teachers, both inside and outside the classrooms.

We encourage and scaffold so that children make meaning, share their understanding and learn to question the text and the author’s position. Questions are a way for us to clarify as well as deepen our understanding of texts and the themes contained within. Alongside this we encourage children to ‘think beyond the text’ to make inferences and critically analyse information and points of view presented.

Reading is embedded in Kinma’s curriculum and daily practice. We have different names for different groups. ‘Book boxes’ ‘Jam & B’read’ ‘Buddy reading’ ‘Conferencing’. It presents differently with a plethora of genres, literature and formats (for example, viewing). Teachers read books and class novels and model prosody (fluency, intonation and phrasing) and ask explicit questions surrounding vocabulary, content, meaning and beyond...

Questions about questions???

“Questioning is a powerful strategy for building comprehension...it is the act of asking, probing or wondering. Questioning may begin as asking for information, but it often goes beyond this to in-depth inquiry, such as pondering a controversy or discussing a problem.”

Mantione & Smead, 2003

There are a variety of ways that questions can be classified. Below I have set out the most common related to reading. Inside the brackets is the same type of question/response termed differently.

Literal questions (Right there) - For the reader to locate and recognise key words and recall order of events as well as cause and effect within a story. For example, “Where is the story set?”

Inferential and Interpretive questions (Think and search) - For the reader to draw on other knowledge to make sense of the story. For example, “Why did the character..?”

Application questions (Author and you) - For the reader to connect the story to their own experiences. For example, “Do you connect with any of the characters? How? Why?”

Analytical/ critical responses and evaluation (On my own) - For the reader to offer their own opinion (and further questions!) For example, “Who benefits from the text?”

In coming weeks I will share the ‘nuts and bolts’ or ‘toolbox’ as we refer to it as well as assessment and the link between reading and writing.

Love Michelle xx

P.S. In the words of Dr Seuss, ***“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”***

Preschool

Welcome to some new families who have been settling into preschool.

Eric and his parents Wilma and Adem



David and his parents
Juliana and Felipe

Annika and her parents Tiana and Dayle



Welcome back Zara and her parents Joanne and Greg

Making Lanterns

Maya came in with a lantern that she had made in the school holidays and her mum, Bridie, sent a link with the instructions of how to make it. We have been working on this for about four weeks now! We started by doing drawings with oil pastels, we drew a line at the bottom for a step later on. Then we used a large paint brush to oil the paper so it won't burn when the candle is lit inside the lantern and left it to dry. The drying time took over a week.

As we waited for the lanterns to dry we started making the twisties. These are wonderfully simple and gratifying thick twists that we will use for the handle of the lantern. Simply twisting together 3-4 pieces of yarn, keep twisting and don't let go! When you bring the ends together the whole thing twists up creating a beautiful thick twisty. Many children made extras to take home, these could be used for so many things like horse reins, bracelet, hanging ornaments... the possibilities go on and on.

Once they were dry, we made the base by cutting out a circle which can be quite tricky. Now we used the line that we drew at the beginning, we folded the oiled paper on the line and cut little tabs to the fold, these fold into the centre for the base to stick on.

Then more waiting for it to dry, these lanterns need patience!

On another day we were folding, snipping, curling, stapling, gluing, hole punching and being very proud of our efforts.

It was time to connect the twisty onto the lantern, which we needed some help with.

Finally it was time to light the lanterns. This was intriguing, interesting and rewarding. We talk about the safety of being near candles, how and where we could walk around with the lanterns, how to keep it up straight and of course to not touch it.

Following these instructions has increased our listening and ability to follow through with instructions. We have been working in a group and negotiating with each other for things like scissors as well as supporting each other and giving some advice on a step that we had already completed, so role modelling for others. As this activity went on for so many weeks, it required a sense of patience as it was not something that we took home at the end of the day.

To follow on with the work we have been doing, some children have shown interest in drawing pictorial instructions of how to make a lantern. They write some key words by using sounds that they know and learning some new ones when they are writing and forming words to correlate with the pictures.

We have been involved in authentic learning, some real life learning that will impact our future.... We have been removing bindis from the lawn. This will save our little feet when the weather is warmer and we can be bare feet again. Eva C had a bindi in her hand, she went to Pat and said "Why do you plant bindis?" So we worked on removing the bindis, Finn, Annika, Eva C, Eva G, Bodhi, Daniel, Archie, Issy and Ivy all went on a bindi hunt. They taught each other how to loosen the soil and pull it out and collect them in wheel burrows and boxes. Here we can see Daniel and Annika at work with the Butterfly and Pizza checking out their work!

Lanterns...
Yoga.
Feelings books

Monday 10th August

Camila, Ivy and Kobe asked to do Yoga

Nina: "My brother won't be able to climb that tree now."
 Annika: "They chopped down the trees."
 Kobe: "The trees are old!"
 Alyssa: "Why are the chopping the trees down?"
 Alyssa: "Chopping the branches is not good for the trees!"
 Kruse: "That truck is called a mulcher."
 Alyssa: "Why are the chopping the trees down?"
 Alyssa: "Chopping the branches is not good for the trees!"

Tree Cutting
We had some tree loppers outside preschool today which made some great conversations and provocations.

Kobe made paint from chalk dust and water. Daniel used it to make a handprint.




TREE CUTTING

Benita and Jiv were wondering why they are cutting trees. He thought might be for our own safety and imagined how the trees move and fall down during windy stormy days. He confirmed with Claire the reason behind tree cutting.

Jiv felt the noise of the axe machine was loud and annoying. We also smelt different when the trees were cut down. We found it was the smell of fuel which is used to run the motor of the axe.

Jog, Daniel, Ivy helped in getting the logs for the preschool. There were small circles in the log. We tried to count the number of rings, which helps in finding the Age of the tree. It was 26 rings, and guessed the tree is 26 years old.

We all sat down in rows to watch the tree being cut/harmed. We discussed just like our nails and hair the tree branches will grow even after they are cut.

Why? Reasoning.
Senses: Hearing, Smelling, Looking.
Exploring counting finding.
Eric and Edie chatting and playing.

Yoga Sushi rolls after our dancing yoga.

Large chalk drawings, working together as a group and chatting as they did a group drawing.






Felicity, Christine, Lizzie, Pat, Karthi

Group 4

We continue to explore all things yin/yang and opposites. This has led us to some beautiful, intriguing, and creative discussions.

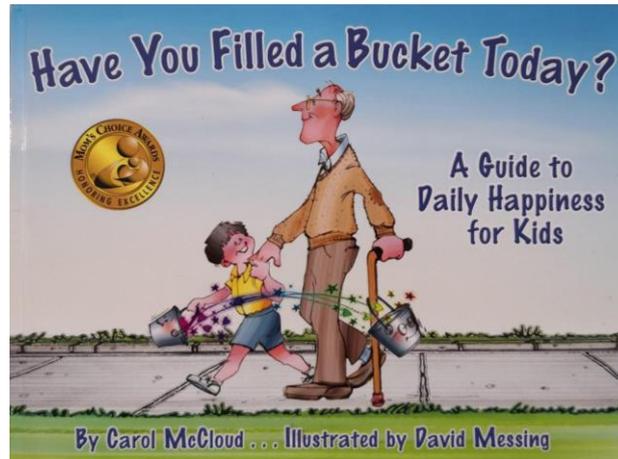
Around the World



It has prompted exploration and discussion about the origins of the yin yang philosophy, which in turn has taken around the world. Through travelling around the world we have been focussing on what life is like as a kid in different parts of our world. How we play, what we eat, where we go etc.

In particular, we enjoyed the gallery-style exploration of a UNICEF photo series of how children play throughout the world. It gave us much to think about and reflect upon.

All about me / All about us



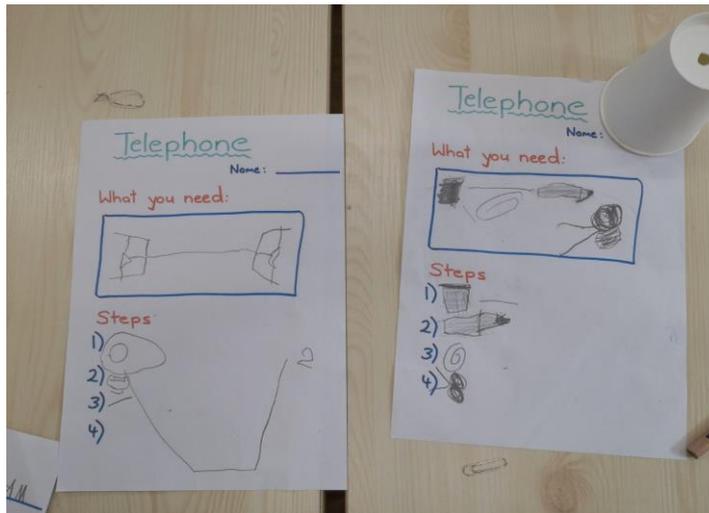
Group 4 have not wasted any time in getting reflective, exploring ourselves and what it means to be a citizen of this place we call home. We have begun our very own “All about me, all about us” journals where these discoveries are being kept.

So far, we utilised the text, “Have you filled a bucket today?” which presents us with the idea that each of us has our very own bucket that we carry each and every day. This bucket can be filled or emptied by our experiences throughout each day. This prompted some beautiful and insightful discussions about what can fill/empty your bucket. This language continues to be embedded throughout the fabric of Group 4 interactions.

Upside down

You may have heard one of our new focus songs this term! Upside Down by Jack Johnson (taken from the Curious George movie). We have taken a creative approach to learning the lyrics of this song... wait for it... without any words! That’s right, Group 4 are learning the words without any words!?

Group 4 scientists



Almost every group discussion we have in Group 4 presents us with a hypothesis for a new experiment. We recently experimented with mixing cups, strings and goooood vibrations. The result... Our very own Group 4 telephones! Next experiment... how far can they reach???

Buddy reading

It has been exciting having the chance to reconnect with the whole school during Monday afternoons, and this has meant the return of buddy reading! Each Group 4 friend has the chance to connect with another older peer at Kinma to sit and read, explore books and reflect on new learnings.



Odds/Evens

From a number point of view, we have jumped right into the world of odds & evens and recognising patterns throughout our world of numbers. As a result, we have been noticing them everywhere! We dare you to continue these explorations at home!

Sharing!



The feelings of anticipation are palpable in Group 4 as the time for sharing approaches! We have loved hearing and seeing all of the wonderful creations and discoveries that have been made and shared. Bring it on.

As always, let the adventures continue!

Tom and Sal :)

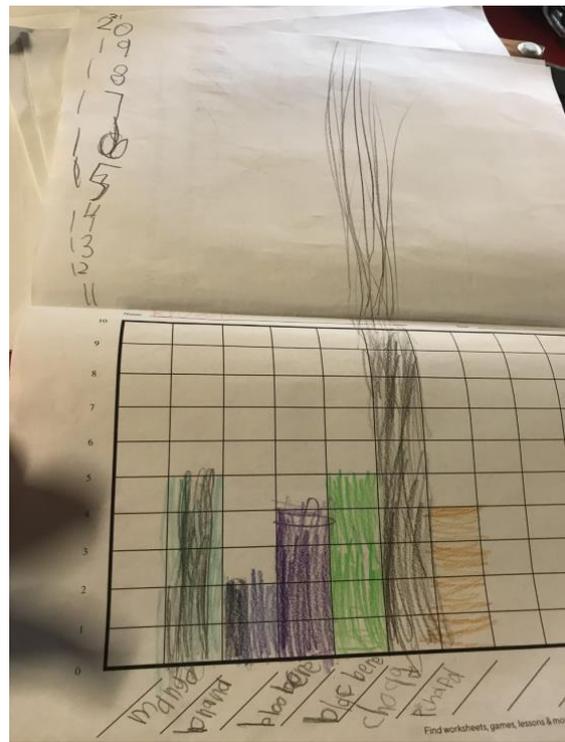
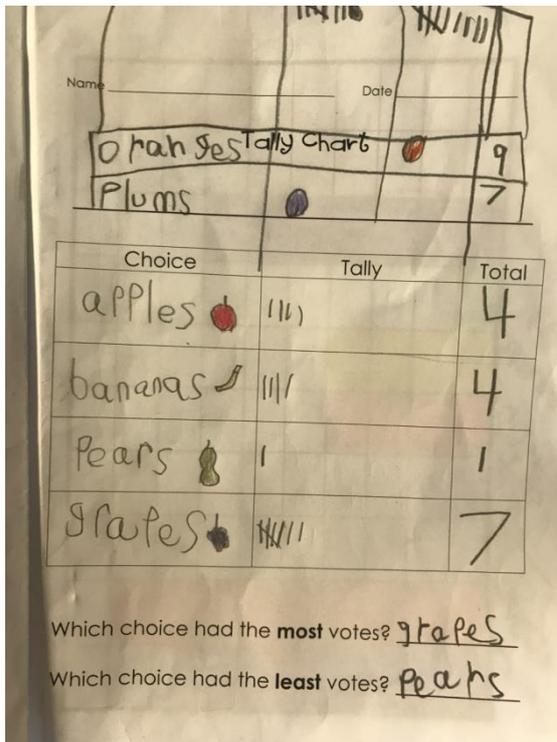
Group 1

Group one has been enjoying the weather getting out and about climbing, walking, building.

In mathematics we have been exploring number puzzles and using our knowledge for friends of 10, 20 and 100. We have also been using our spacial awareness and addition skills to solve other mathematical problems and puzzles



The younger group have been collecting and collating data, presenting the results in the form of a bar/column graph. From favourite fruit to smoothies and ice-creams, the group is learning how to interpret the information and present it in different ways. Tomorrow we will join forces with Group 3 to observe how they display data about favourite animals.



As part of our theme we took our first journey in a hurricane, creating a storm sound scape, using our voices and body percussion. When we landed we found ourselves in ancient Rome. Yes, we were surprised too. We had managed to travel across sea, land and time!

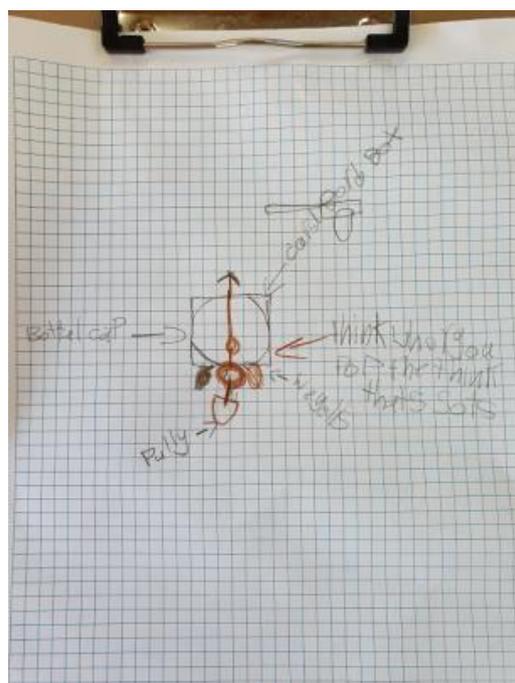
After going for a walk to find the colosseum, forum and markets, we were greeted by Livia a Roman in charge of developing new designs for the siege catapults that would be taken to Gaul.





We found out she thought we were architects and designers who had arrived from all over Italy to develop and improve the Greek catapult so the Roman army could use it.

We set to work in groups of 3 or 4 drawing, creating and testing our mini catapaults.



We also found out some interesting facts....

Did you know when you signed up for the Roman Army you had to stay in it for 25 years?

Also Roman soldiers had to pay for their uniform, weapons, food and burial out of their own wages!

Our favourite fact was about what they used for toilet paper...

A sponge on a stick and they had to share it with everyone in the public toilet! Gross!!



This week we also split into groups with the challenge of making an aqueduct. Their challenge is to create a structure to carry water from one place to another, at least 1 m long with no leaks. At the end they have to make the water split into three different reservoirs, 1 for the baths, 1 for the drinking fountain and 1 for the emperor. They worked well together to create a few different designs, borrowing some aspects from our research on Rome.

We will keep you posted throughout the build!

Andy, Lisa, Alley and Group 1



Green
Umbrella
OSHC Inc.

Email address: greenoshc@gmail.com Mobile: 0468 371 342

We have been engaging in a multitude of spontaneous activities, to supplement the planned program, initiated by both the children and educators.

Child-initiated play is defined as play that is instigated, led and controlled by the child rather than the adult. A child led play scenario should allow a child to control the direction and narrative of their play experiences. It has benefits for the child including enhanced initiative, confidence, creativity and innovation. It is important to strike a balance between adult led and child-initiated activities to meet best the children's outcomes.

Adults play an important role in child-initiated play. They provide a safe environment for the child to explore and test out their ideas.

The environment is a vital factor in supporting child led play. Creating areas to meet the different needs of play can enable children to participate in child-initiated activities and use the space to build on their ideas and experiences.

Check out some of our spontaneous experiences:



***If you have any questions,
comments or would like to enrol,
please contact the Centre.***

Tip-ball – this is a particular favourite and play with some regularity. The game was created by the children and is essentially tip with a ball. Children attempt to tip one another by throwing the ball and striking their target. If you have good aim you can tip your target from afar.

Nature play/construction – a small group of boys wanted to continue their outdoor fort that they commenced during playtime at school. They have been utilising materials found around the school both natural and manmade.

Pokémon Battles – to support their interest in Pokémon the girls created a game in which they could take in the identity of a Pokémon and battle with the aid of a trainer. The game contains elements from sock wrestling to assist in determining the victor. It also uses Poke balls and books to facilitate the game.

Extras



Dear supporters,

Bushlink are proud to be a designated charity for this year's Manly Fun Run on September 6th. We will be walking in both the 2 and 5km events, and you might even catch a few of us running the 10km!

We are fundraising to purchase new tools the team require for their contracts and Schools Inclusion Program. To accomplish this we have created a team called Team Bushlink. If you can, please help by fundraising alongside us in Team Bushlink:

<https://manlyfunrun20.grassrootz.com/bushlink/team-bushlink>

If fundraising is not your thing then you can also help by making a donation through our team's page:

<https://manlyfunrun20.grassrootz.com/bushlink/team-bushlink>

It only takes a minute and any money you can give (no matter how large or small) will go a long way to helping us reach our target.

If your school or organization would like to create their own team and fundraise for Bushlink I am more than happy to get the page set up through Grassrootz so that you can share it within your community.

We are also hoping that our supporters can share these links/attachments, this email or our Facebook event through your databases so we can get the word out about our efforts – only one month to go!

Thank you, we really appreciate your support.

The Bushlink Team

Enjoy your day,

Diane McLane
Manager | Bushlink
Northside Enterprise Inc.
Mobile: 0434 629 289
Ph: (02) 9905 5804

MANLY

SCENIC FUN RUN & WALK

FUNDRAISE FOR BUSHLINK!



Join us September 6th 2020

2km, 5km or 10km events

Register now, at manlyfunrun.org



Help us out by DONATING TODAY at
<https://manlyfunrun20.grassrootz.com/bushlink/team-bushlink>

Or follow the links on Bushlink's Facebook page