

Kinma

Kinma Newsletter T1 Week 5, Friday 26th February, 2016



WHAT'S ON

27.02.16	8-10am Bush Regeneration
28.02.16	7.30am Frenchs Forest Market
04.03.16	7.30am Warriewood Market
09.03.16	9.30-11am : Open Morning
10.03.16	Pre-school parent meeting
11.03.16	Primary excursion to the MCA
12.03.16	9-11am - Bush Regeneration
15.03.16	7pm Board Meeting
18.03.16	Tinkering
20.03.16	9am-12pm Kinma Community Day - Information Sharing
22.03.16	Preschool alumni afternoon tea
24.03.16	Poetry Festival
25.03.16	Good Friday - Public Holiday
28.03.16	Easter Monday - Public Holiday
04.04.16 to 06.04.16	YURT FARM - Primary Camp
08.04.16	Term 1 ends
27.04.16	Term 2 starts
01.07.16	Term 2 ends
27.07.16	Term 3 starts
23.09.16	Term 3 ends
11.10.16	Term 4 starts
16.12.16	Term 4 ends



Admin

Fees

Fees are due. Please an I ask that fees that have not been paid (other than monthly direct debit) be forwarded to the office next week.

Bush Regen Group

It was a pleasure to be part of Kinma's new bush regeneration project. The exotic vegetation certainly requires a little attention and our group spent concentrated efforts on one particularly weedy location as well as targeting specific species like *Carduus* spp (thistle) , *Bidens* spp (cobbler's peg or farmer's friend), *Ricinus communis* (castor oil plant) and *Ageratina adenophora* (crofton weed). Our next session is set for Sat 27th February from 7.30- 9.30 am.

Biggest thanks to Val Hutt, Sigrid's grandmother for organising this project.

It was lovely to be once again with old and fresh Kinma parents and to help the Kinma bush spirit come out.



During our small targeted bush regeneration session on Saturday, we introduce each time one plant from Kinma's bushland.

We start with one that hopefully will be gone soon: castor oil plant (*Ricinus communis*). It will grow into a tall plant up to 3 meters, has characteristic lobed leaves and will produce flowers in erect spikes. The flowers change into poisonous seeds. The seeds also contain Castor oil, which is a well known laxative.

Ricinus communis is native to Africa and Asia.

Conny Harris

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Carin, Claire and Julie C

Preschool

PRESCHOOL NEWS

We welcome these children and their families to Kinma.....



Darcy



Sanda



Azariah



Isaac



Zeon



Lena



Kai



Eloise

NEW SAND!!!



We went to the office to tell Julie Carr that we had moved the first lot of sand into the sandpit and we were ready for the second delivery. We have been waiting until there was a long, dry spell so that the ground was hard and the delivery truck would not get stuck (like the mulch delivery truck did last year!!!!) Julie Carr phoned ANL and they promised to get the sand here before it rained.

The children who came back from the office told all the others that the sand was coming. Spontaneously, a line of chairs and children appeared on the deck to wait for the truck. The teachers said it may be a while until the truck arrived, so children went to their lockers and got their food so they could eat lunch while they were waiting. We also discussed what we needed to do to keep safe.

After about 20 minutes, we heard the truck. Excitement grew as the gate was unlocked and the truck drove into the Preschool garden.



The children watched intently as the sand was tipped out of the truck. Then they applauded and cheered.



Running and sliding down the sand hill and climbing back up were the most popular activities for the next couple of days.

Lots of activity and exercise, practice of dynamic balance, turn taking and lots of fun.

PRESCHOOL PARENTS INFORMATION MEETING

This meeting is held termly. It is an opportunity for parents and staff to talk about aspects of life at Kinma Preschool. Topics for discussion have included healthy eating, the importance of friendships and transition to Primary School.

The meeting this term is on **THURSDAY 10th MARCH at 3.15pm**

The focus of the meeting - **Learning and teaching mathematics at Kinma Preschool**

Share your ideas, discuss with others, increase understanding and awareness and hear the perspective of the teachers

From Christine, Lizzie, Pat, Nina, Kay and Felicity

Group 1



Group 1 has been a melting pot of activities lately, and it is lovely to see everyone coming together to explore. Our daily brain gym has been a great way to turn on our brain buttons as we jump into songs, rhymes and stories to start our day. Our maths toolbox sessions have varied from playing games to counting snack attack money and renaming the numbers. This has been a great opportunity to practice writing and representing our numbers whilst having a lot of fun in the process.





In conjunction with our literacy work around friendship we were lucky enough to have a visit from Nell, our resident artist. Nell was able to answer a lot of questions about singing, dancing, sculpting, sketching and painting (to name a few of her talents!). The children had a blast

We found time for a few experiments such as this one of inserting pencils into a bag filled with water. The results speak for themselves and the children had a ball, opting to drink from our experiment rather than their water bottles! We also experimented with magnets, discovering that many rocks and even water were magnetic.

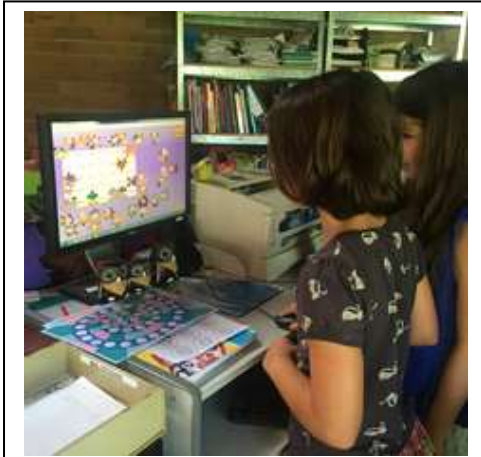


The children were fantastic in practising our fire drills as we calmly gathered and walked through our steps to ensure everyone's safety. This is the second time we have gathered this term giving the children opportunities to ask questions and to become familiar with the process. They look pretty relaxed to us!



Grace, Aimelyn, Andy and Anne Marie

Group 3



Group 3 have been consolidating their understanding of colour this week. They have been learning the order of colours on the light spectrum and observing them by looking at the back of CD's in the sunlight. The children have also been experimenting with coloured torches and have discovered that a combination of the primary colours of light (red, blue and green) produce a white light. The children were able to use their understanding of colour to explain this phenomenon.

On Friday, the children were busy in the kitchen making natural dyes. The children were able to produce a vibrant yellow and orange. However, the blue and the brown were weaker in intensity. The children documented the procedure and hypothesis on what colour might be achieved with the assorted ingredients.

Following our study of the mathematical creations produced by the artist M.C. Escher, Group 3 have been busy making shapes and tessellation artworks.

On the maths front, Group 3 has been working in small groups to further extend their knowledge of place value, large numbers and basic number facts.

Imagine a city... We read this story by Elise Hurst as a springboard for children to write a piece on their own idea of a city / place that appealed to them. We discussed how adjectives bring stories alive.

Responses were extensive (of course!) –

Worlds where dreams become realities, underwater worlds, tree houses, portals and so on. Most were told as narratives and some were in prose. The children went through the valuable process of editing and publishing (hand written and word processed). We have included Sage's

A place where I belong...

One morning I woke up to the hot sun streaming in on my face.

It was beautiful!

But hold on a minute where am I?! I yelled out loud.

I leapt out of bed with confusion and curiosity.

As soon as my foot touched the cold front step I realised where I was!

I won't tell you where I am, I will let you figure that out yourself.

I stepped down the next two steps, now both my feet were in the soft green grass.

It felt like carpet under my feet.

I couldn't stop myself, I just had to go down to the ocean.

I started walking, then my walking turned into jogging, next it turned into running.

By the time my feet were in the sand I was sprinting into the water.

When I put my toes into the water I leapt with joy, the water was warm,

It smelt like spring.

This was the place I had been waiting for all my life, now I was finally there!

This was my favourite place in the whole world!

I felt so good there; I didn't feel like I had to be someone else,

Because I was happy with whom I was !!!

Tom's

My world!

**In my world there would be no left, no right, no down,
and no up. It would just be there.**

**Imagine a world without war, where the trees grow
wildly.**

Imagine a city on the clouds, where you could fly.

**Imagine if there were no cost, no money, no
punishments**

Imagine that as a world!!!!!!

Kade's

Rain

I woke up this morning to the sound of rain
I look out my window to see drops on my window pane
I hear the sound of lightning and thunder
I snuggle up to my blanket that keeps me slumber
I was warm, I closed my eyes, that was no surprise

I woke up to see a vine growing grapes
The grapes were all perfect oval shapes

The grapes, were green, the grapes were ripe, the grapes were just the way I like
I reach out my window to grab a grape, I almost got one of the perfect green
shapes

I fall out my window, I tumble down, I face planted right on the ground
I got up, I found a massive pile of sweet green grape jelly
I ate it all, I got a sick belly

A girl comes over to me she says "My name's Nelly"

I say "I don't remember my name,
You must have a very smart brain!"

She built a flying machine

Its green, it's not mean, and it's powered by beans
It's better than anything I've seen

We fly somewhere far away

We flew for over a day

We flew over the seas, we flew through the trees

We flew over a town, we flew upside down

We flew through crowds of fluffy clouds

She drops me off on a little fluffy bed

She kisses me on the forehead

She says "It wasn't a flying machine"

She says "It was all just a dream!"





A focus for this term is writing expositions / persuasive texts. Children have been involved in discussions about appropriate structure, language features and the effect emotional language has on an audience. As a group we deconstructed a letter to sea parks about the plight of killer whales and as a group we were suitably convinced by the author's point of view. Children then worked independently or with a partner to highlight effective strong language. We also looked at the modality of verbs and graded them on a continuum. Children are familiar with using a framework and will be using their ideas to write their own piece. We have asked children to do some research at home to be able to support their opinions with evidence, data and statistics where possible. Please check in with them about their chosen topic. Stay tuned for the next newsletter and some examples of what they have produced.

A big THANK YOU to Sasha (Tanika's mum) and Michelle (Tanika's Aunty) who came in today... They brought with them an enormous Mandala for Group 3 to colour and crystalise. They explained the history and purpose of Mandala's as well as the properties of some crystals.

Enjoy the sunshine !
Katie and Michelle xx



Education Co-ordinator

Ellie's zentangle (and I'm quite sure Kade's and plenty other children likewise) was for her not simply the joy and pride of a creation (end point outcome stuff) but part of the ongoing process of herself as a creator. She was taking it home (as of course so many others do on a regular basis- homework/ play, schoolwork/play) to build and grow it. The focus and effort, the diligence too, were palpably building before my eyes and more importantly - in her in some form. I genuinely did not believe she made it and was dumbstruck by its beauty and Fifi and many others told her it should be hung in a gallery. She shared her process with joy, infecting another group to try... "Bea will have to do another Zentangle next time"... "Or maybe you can, now that you know how" .

Dan's experience in the garden, shared with such heart to the whole school, brought ten children for the coming sessions, whose comments through the day reflected care and responsibility for THEIR space. Amos' race down to his bag for the water to fuel the rest of his hard work which he was absolutely thrilled to do, resonated through the school. I suggested to the group 3's there (Dan, Kade, Damascin, Tanika, Isabella and I think Caitlin) that they continue the work with Tristan over the weeks ahead. All were keen.







The totem pole creation seemed to reach far beyond it's physical site. Was it Tamzin whose delight reverberated on returning at day's end for next stage?



Autumn announced that she needed to be published because she was so beautiful, and the whole world would need to see her in a magazine! Harley was beaming at seeing his face like he'd never seen it. Matias's smile hugging Harley in the group photo gave him a space to belong. Framing themselves and their friends allowed them to see as they'd not seen before. Who knows what else they learnt as they clicked away?



Snack attack is now a flat \$5 regardless of what bits your child is having, and we are no longer serving juice. Parents making Snack Attack - please put out water for the kids to drink.

Snack Attack has been a part of Kinma for a very long time...and how wonderful for the children to have their parents come in and fill the air with a good home-cooked meal. There have been some amazing foods and traditional goodies that parents have become loved and famous for.

There are 64 children in the Primary and 28 in Preschool, approx. 10 adults on Wednesdays.

We have 17 gluten-free, 10 dairy-free children, and 3 vegetarians. If your child is any or all of these 3, please let me know.

Usually we have 2-3 parents that come in on a Wednesday and one makes the Main and the other Dessert...or you do it all together on the day. It is a great way to meet and get to know the parents of Kinma and spend the day with the children.

Like everything at Kinma it is a very relaxed easy day. There are not many rules, all we ask is for it not to be too junky and offer vegetarian, dairy-free and gluten-free options.

The kids really enjoy Snack attack, and it's great when we can make Snack Attack happen every week. Below are the dates for Term 1 Snack Attack.

SNACK ATTACK TERM 1, 2016

CALLING FOR HELPERS

Feb 10	Nic, Liz & Kathleen
Feb 17	Rachel P, Alix G & Katerina
Feb 24	Lisa G, Sam F, Sona & Gloria
Mar 2	Amanda RB, Akualera & Richard
Mar 9	Hayley & Julie
Mar 16	Karen – helpers needed
Mar 23	Beck, Gemma & Rosie
Mar 30	Preschool
April 6	Yurt Farm – no Snack Attack

Some examples of successful meals have included Chicken wings/ drumsticks and salad, tacos, nachos, pasta dishes, pizza, sushi, quiche, fruit and yoghurt, baked apples with cream/yoghurt, natural ice blocks... and much more.

All expenses for ingredients are reimbursable.

If you have any questions or want to contribute please email me at hayleyjl@tpg.com.au or call 0435 145 486.

Thanks,
Hayley Lewis (Turiee's mum)

Extras

Warringah Council Presents

TRANSITION TO HIGH SCHOOL

For parents and carers of children in Years 6 - 8 looking to enhance their child's early high school experience.

Tue 8 Mar
6.30 - 8.30pm

Led by trainer Cay Camden, topics include changing relationships, building confident teens and tools to assist through difficult times

Warringah Civic Centre,
725 Pittwater Road
FREE
Bookings essential
youthbookings@warringah.nsw.gov.au

