

**Term Dates:**

**Term 2:** Thu 27 Apr - Fri 30 June

**Term 3:** Wed 26 July - Fri 22 Sep

**Term 4:** Tues 10 Oct - Fri 15 Dec

**What's going on at Kinma next week (Week 4, 15/05/17 – 21/05/17):**

Term 2		
Date	Time	What's On
16/05/17	Tuesday	Tinkering in Preschool and Primary – email <a href="mailto:julig@kinma.nsw.edu.au">julig@kinma.nsw.edu.au</a> to help *Help needed
19/05/17	Friday, 9.30-11.30am in School hall	Open Morning for interested families
23/05/17	Tuesday 9.15 – 11.15am	Preschool Morning Tea
24/05/17	Wednesday in Primary	Friendship Seed Day Snack Attack – *extra help needed please
26/05/17	Friday in Primary 9.30am – 1.30pm	Bushlink – parents welcome to join in
26/05/17	Friday in Group 2 evening til 8am 27/5	Group 2 Sleepover
28/05/17	Sunday, 10am-1pm	Kinma Care Day
04/06/17	Sunday, 10am-2pm	Open Day, School on Sunday (Primary students attend)
05/06/17	Monday	<b>No Primary, Preschool open</b>
12/06/17	Monday	Public Holiday – no Preschool or Primary
14/06/17	Wednesday in Primary 9.30am – 1.30pm	Bushlink – parents welcome to join in
20/06/17	Tuesday	Tinkering in Preschool and Primary – email <a href="mailto:julig@kinma.nsw.edu.au">julig@kinma.nsw.edu.au</a> to help *Help needed
30/06/17	Friday @ 3pm	Last Day Term 2



Friday morning basketball with Jerome.

Keep reading to find out what has been happening .....

# Admin

## Kinma Care Day Sunday 28<sup>th</sup> May

We have a number of small (ish!!) projects that we would like to have done by the Open Day for Kinma on 4<sup>th</sup> June. Generally, we do as much as possible at the Care Day and then families who could not join take up the jobs that were not completed. Can we do it back the front this time?

We have attached pictures of some of the jobs that need to be done. If you think that you have time between now and Kinma Care Day to tackle one that would be great. Three hours of your time would be considered your attendance on the day.



Bottom playground in primary - Need to remove all the grass growing over the soft fall area - so we can add some more soft fall



Trimming and cutting some of the fallen trees and overhanging plants (these are at the front of the school)





Greenery on right hand side of entrance path (as you walk in, next to Group 3) to be cut back and weeded



Garden out the front of the library - Needs a little TLC, to remove the weeds, and cut back some of the plants



Shrubs on left hand side of car park driveway which are overhanging, to be cut back

# Education

## Parent Enrichment Forum

It was wonderful to see so many parents at our Forum on Monday. Below is a summary of what we discussed, with a focus on Math.

As we mentioned, staff are happy to do a Math session on some of the newer ways of addition, multiplication and more that are being taught in NSW schools. This would be as a Math lesson during term-time if we have 10 or more parents attending. Let the office know if you are interested.

**Group 1** with Andy and Kimberley used body percussion to support number development.

Skills being developed/practiced were:

- Forming concrete bonds between names of numbers and quantities
- Naming and identifying quantities in order to record mathematics
- Recognising corresponding numbers for a set of objects or actions
- Lots of combining and separating of numbers to form patterns leads to strength in mental imagery of numbers which assists understanding of number relations and number facts
- Seeing groups of items as one countable item develops concepts of multiplications and division

**Group 2** with Grace and Tristan gave a broad outline of the theme for Group 2 and their imaginary world of Utopia.

The students are creating their quest to help others in this new land.

Students are given a map and directions. They use compass points and calculate distances when moving from place to place. Different travel routes were given, one overland and another following a road. There is logic and reason also added to identify the most direct route while converting cm/km.

To keep the momentum and excitement the current task is with a compass and following directions to find the treasure.

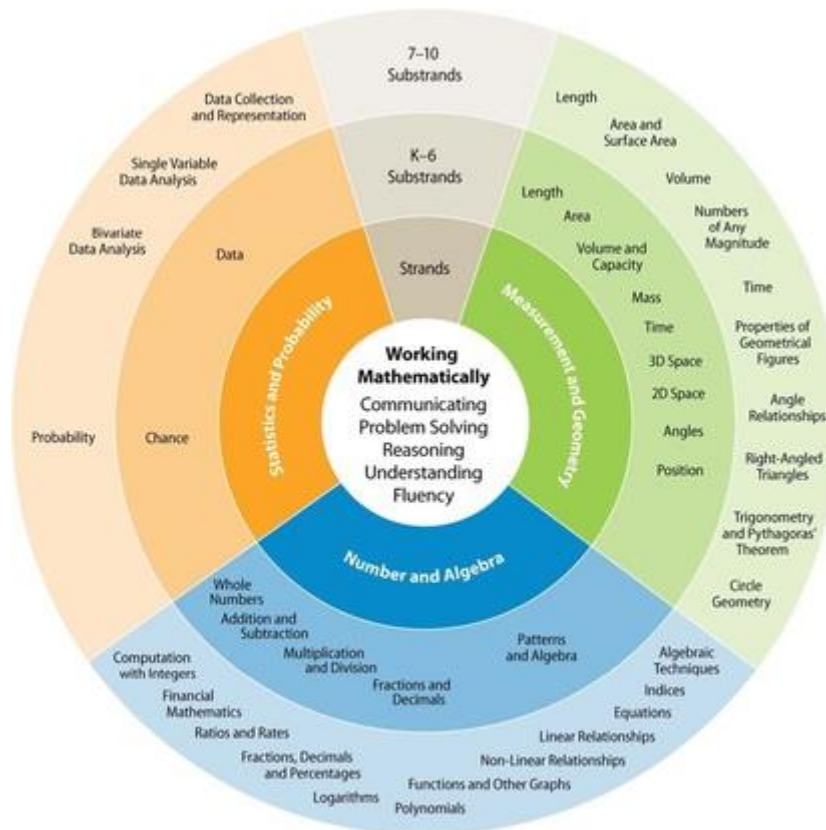
**Group 3** with Michelle and Katie offered an activity looking at the artwork of Ellsworth Kelly, especially his colour field painting. From this discussion the children (or parents) are given coloured squares and grid paper to achieve an artwork. Students would look at fractions, decimals and percentages. The activity helps to build understanding of the relationship among rational numbers by seeing the relationship between fractions, decimals and percentages. Students engaged in activities that allowed them to model rational numbers in various representational systems.





# MATHEMATICS K-6

## How content is organised in Mathematics



The diagram represents the relationships between the strands and substrands only. It is not intended to indicate the amount of time spent studying each strand or substrand.

### And some feedback...

“Loved the Parent Enrichment session yesterday afternoon, it was SO valuable and insightful - thank you all for taking the extra effort to show us and take us through the learning journeys that our children benefit from.

I have always passionately believed Science & Maths are wonderfully creative subjects - but they are rarely approached in that way.

Maths was a great one to start with, so many of us shared negative experiences as children in this subject at school, I'm very keen I don't pass those feelings onto my children.

Thanks again, just loved it even though it was tricky with a 3 year old! Feeling very blessed and grateful for you all.

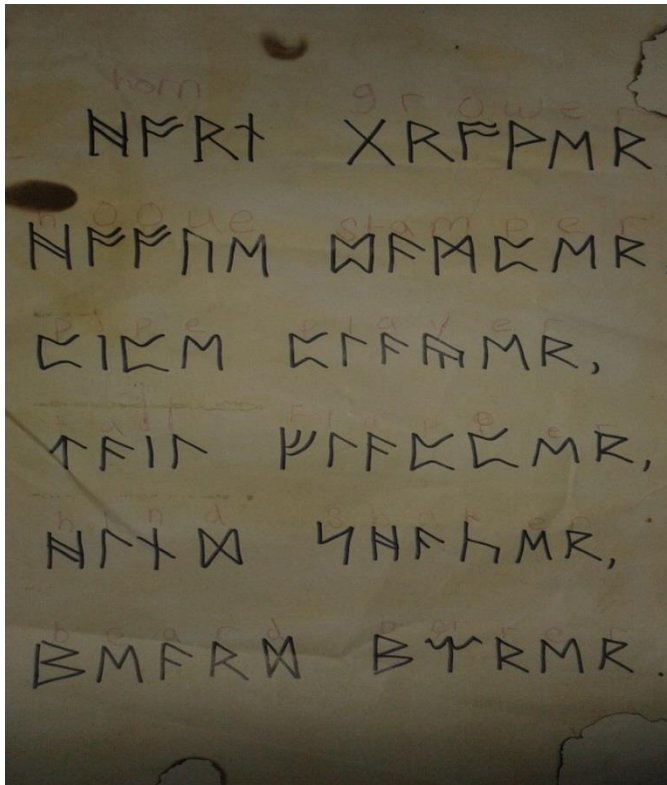
Yours in Progressive Education bliss! 🙏

Sam x” (Sam Follows, Willow and Mabel’s mum)



## Group 2

What a curious start to the term Group 2 have had! It all began when a letter was found in our loft congratulating us for finding the portal and offering a riddle. There was a strange message written in symbols that fortunately some of the class recognised as runes. When translated it was a special type of old poem called a kening that gave us some clues about the thing or creature that had sent it.



It translated to:

Horn grower,

Hoove stamper,

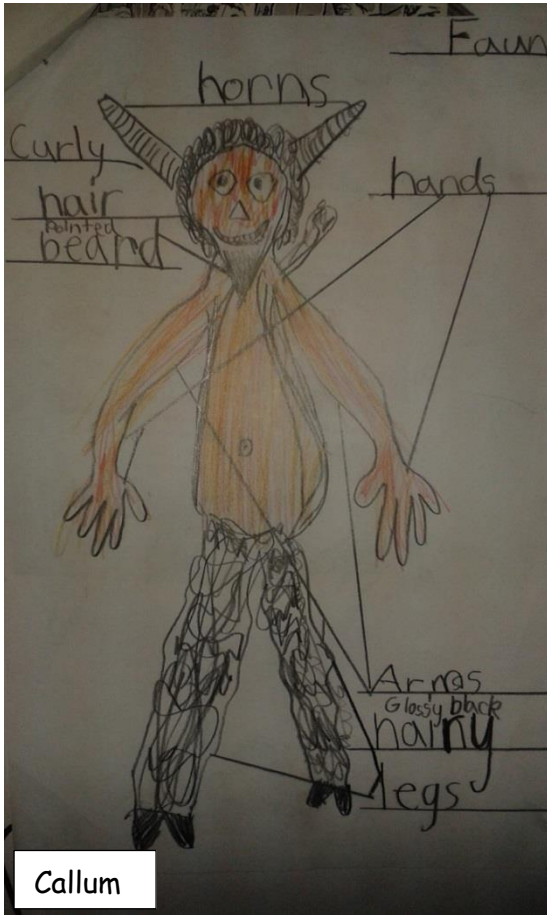
Pipe player,

Tail flapper,

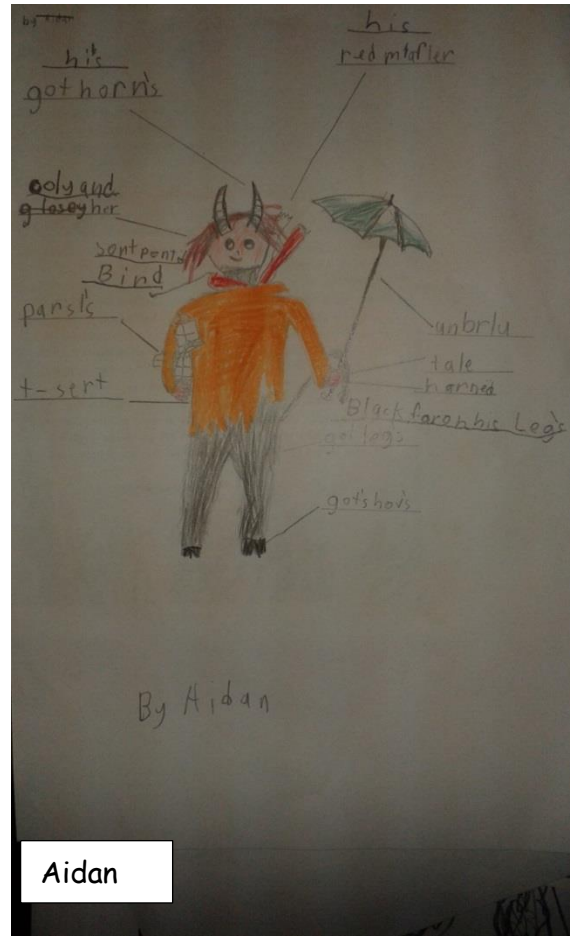
Beard bearer.

We left our translations at the portal and were greeted the next day by another set of riddles to solve, this time linked to an old map of a place called Uptopia. It gave us a coordinate to start at and directions to follow. Once solved we were rewarded with a description 'of my grandfather, taken from a book you humlets love' (our friend calls all earthly or small things 'lets).

Once we had received the extract, we carefully read it, highlighting the descriptions before drawing Grandfather and adding labels. Here are a few examples:



Callum



Aidan



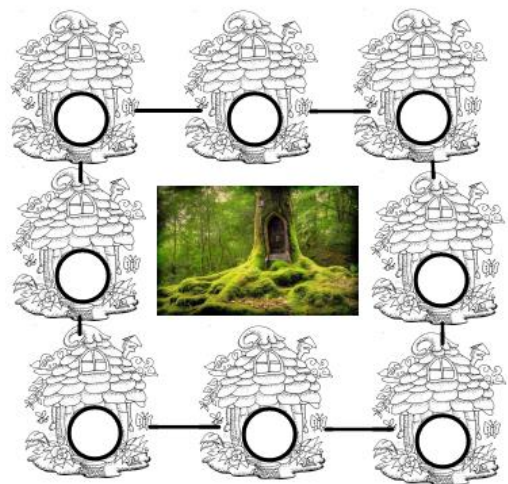
Kirra



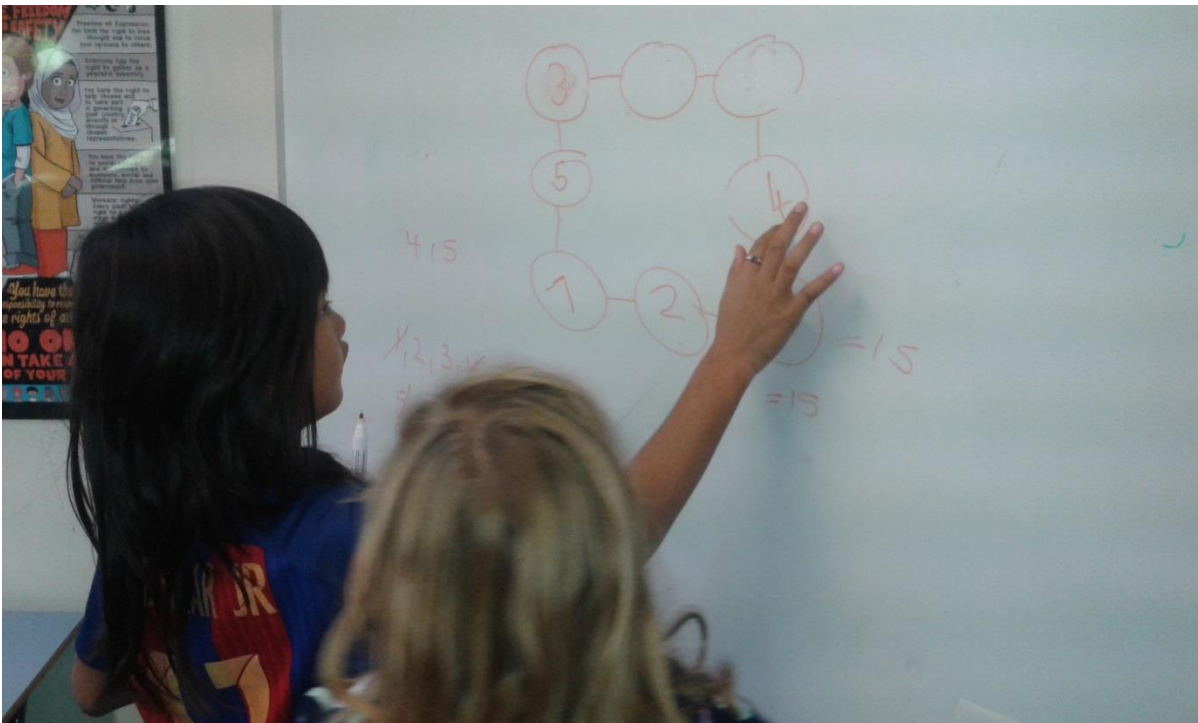
Willow



We now learnt that Grandfather was on his way to the city and another portal with a parcel. However, the portal was surrounded by 8 homes and 36 faunlets that all needed returning home before he could pass. This sounds easy, right? Well, it would have been except each home had to have a different number of faunlets and each row of 3 had to total 15. It took a strategy called 'trial and error' for us to find the solution.



Shala and Tess chose to work on the whiteboard.



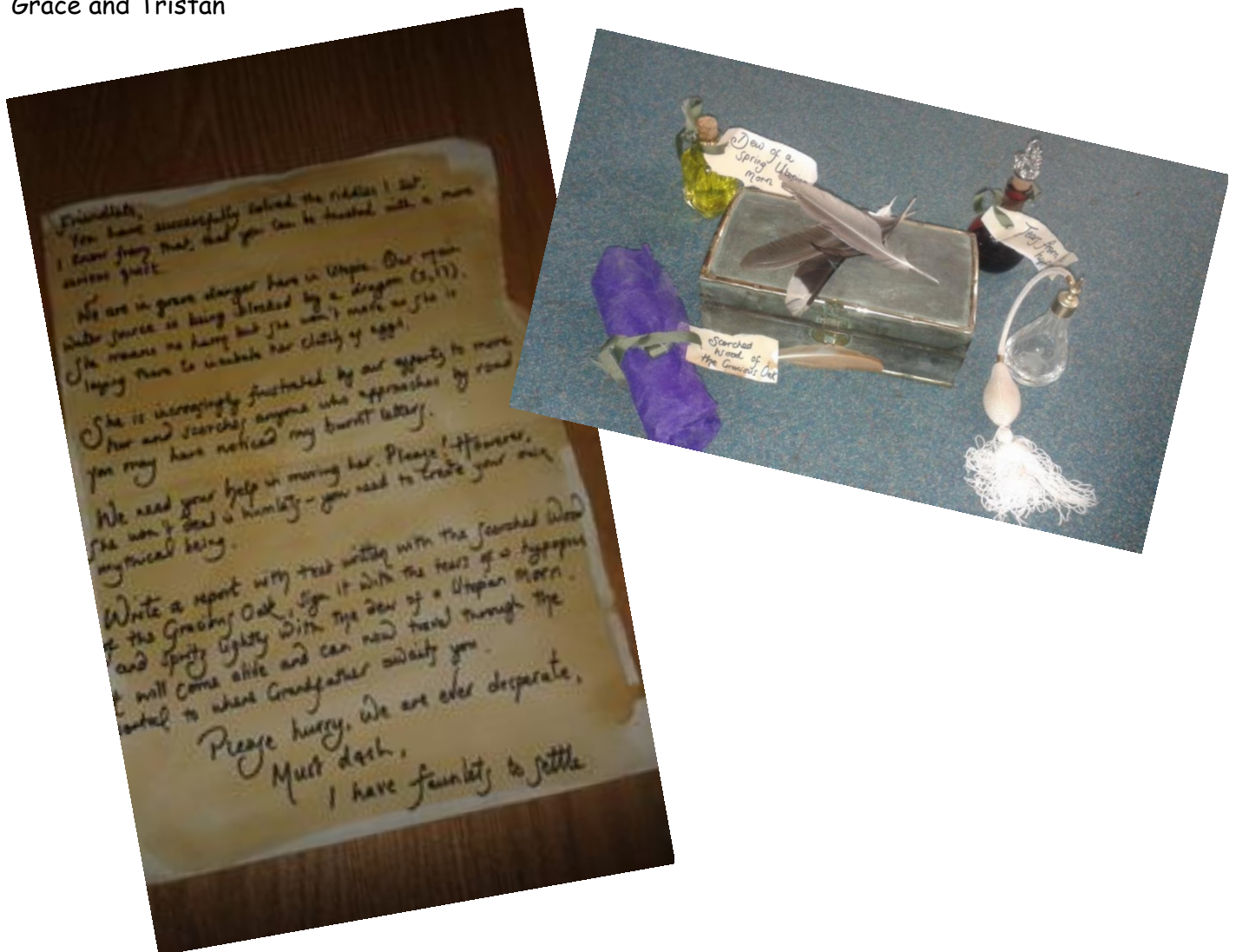
We had picked up steam with our riddle solving and it's a good job as our latest letter has set a huge quest. Watch this space...

Once Grandfather made it to the portal, we received a letter that revealed our true quest: the Utopians are in danger and need our help urgently. Their watersource is being blocked by a dragon who is incubating her eggs and won't budge. The Utopians do not want her harmed as she has kind intentions but she is being ever frustrated with their attempts to move her and is lashing out (making nearby roads and routes dangerous).

Our quest is to create a mythical creature who can intervene in some way. We must write a report using the scorched wood of the gracious oak, signed with tears of the hypopus and spritzed with the dew of a Utopian morn. These were all in the parcel Grandfather prepared for us.

Currently we are planning our creatures and will be exploring the features of reports including layout and language used.

Grace and Tristan





## Group 3

The group 3 students are moving into the human body and all its parts!

Children were given a diagram of a body and asked to label all the parts internal and external that they had knowledge of. This gave us an idea of individual prior knowledge. We followed this with an activity where we matched human organs to a diagram and uncovered and deepened our understanding of the function of the organs. This led to much discussion - It turns out we have a few more organs than we realised! As the discussion deepened we looked at the different types of systems within our amazing bodies.

To keep within our theme we used the system headings to brainstorm and produce as many words that we could think up. For example, in "The nervous system" the children made over 40 words using those letters once. Our spelling words have also developing from our theme.

Our first system we're investigating is the skeletal system. We have read explanations of why we have a skeleton and looked at the features of an explanation and the use of conjunctions within this genre.

We have told skeleton jokes, "What does a skeleton order at a restaurant?" Many jokes have been brought into share and some children have made up their own.

We have looked at what an idiom (a group of words established by usage as having a meaning not deducible from those of the individual words) is through, "Skeleton in the closet". In our creative writing, children had the option to use the idiom as a prompt or their own idea.

Roman Numerals have been very popular. We spoke about where they came from and why they might have been developed. We looked at the value of the numerals and how they corresponded to our Hindu-Arabic number system. We then went on to make up a code correlating the first 26 Roman numerals to our alphabet. The children wrote and decoded messages with much gusto.

In other maths we have been ascending / descending, and playing with prime and composite numbers. We also have included factors, factor rainbows, finding the HCF (Highest Common Factor), expanding, rounding, mixing digits. We have also been looking at drawing diagrams to solve problems.

The children have been measuring and comparing the length of their bones and some children are using these measurements to estimate their heights with a scientific formula used by anthropologists.



Zoë (Sky's big sister and ex-Kinma kid) came and spent some time with us. Both helping Jerome on the basketball court and teaching/leading a drama game with the group 3's. Zoë would call out a number (of people) and a structure, which we would quickly have to make with our bodies. This was a lot of fun and required a lot of communication and cooperation.

Our human body science incursion was a huge hit with the kids. They were able to investigate the wonders of the human body through a series of 'discovery stations.' The children were most fascinated with the correlation between genetics and eye colour and they have highlighted that they would like to learn more about recessive and dominant genes.

Here are some student comments:

Turree - I loved all the stations. I would like to learn more about DNA, bones and organs.

Scout - I enjoyed the optical illusion and the brain games and would like to learn more about DNA and iridology.

Elly - I enjoyed the sweet and sour tasting station as well as putting the human body together.

Genetics, here we come!

Michelle and Katie x

