

Term Dates 2020

Term 2: Wed 29 Apr – Fri 3 July
 Term 3: Wed 22 July – Fri 25 Sep
 Term 4: Tues 13 Oct – Wed 16 Dec

2020

Term 2

Fri 3 July

Wed 22 July

Fri 25 Sep

End Term 2

Start Term 3

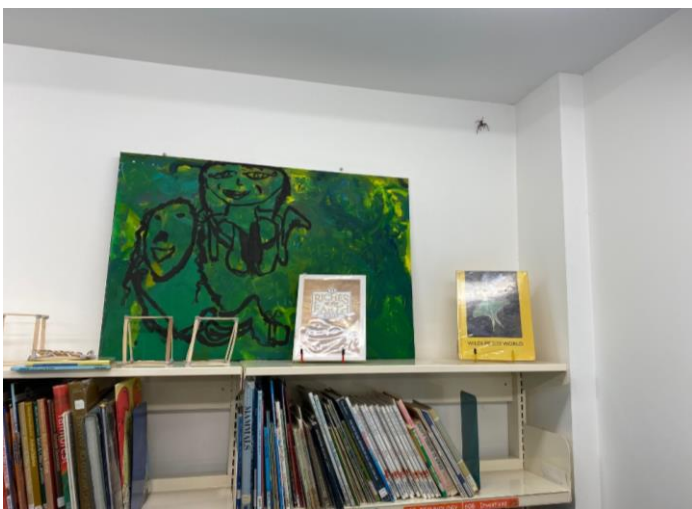
End Term 3



Rocket launching for Group 1



Morning tea time



Spot the little one hiding from the rain!



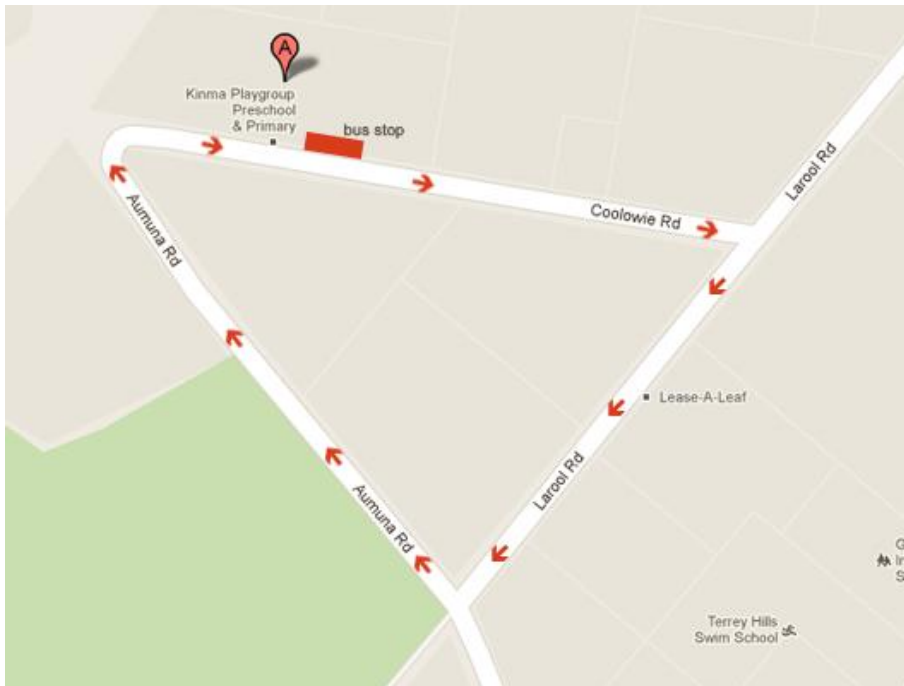
Creating worlds at Preschool

Admin

Drop off and Pickup

Some thoughts on the benefits of parking your car a hundred metres or more away from Kinma and walking the difference. Instead of adding to the congestion, you will be:

- creating less traffic around the school drop-off/pick-up area and improving safety for our children
- keeping active by walking
- finding time to talk with your children
- decreasing your stress by not waiting for that parking spot close to the basketball court.



To keep everyone safe there is a one way system between the hours of 8.30am -9.30am and 2.30pm - 3.30pm. Between these times, please enter through the bottom of Coolowie Road and exit up the hill.

Missing Items Lost Property



The lost property pile at Kinma is growing... chilly mornings followed by warmer days have meant layers are being removed and left behind. Are you missing anything? Let us know. We ask that you please label all of your child's belongings – shoes, clothes, water bottles, lunchboxes, hats... so that we can return items to their rightful home.



Dear Families

Life at Kinma Preschool and Primary is running very smoothly. Children are settling well.

However, at Education Committee meeting this week we started to chat about how we can reach out and connect a little more with the adults in the community.

So, we are organising class group (adults) chats with your children/s teachers via ZOOM. Hopefully, we can fill you in on what has been happening during the term a little more than what is popped in the newsletter information and what is coming up. Towards the end of the session we can open up for question time, general connection and send you virtual hugs.

If there are at any times specific questions in relation to your child and their learning please use the normal channels of communication via email to your class teachers directly.

Our timetables for the chats is as follows:

Group 4	(Tom and Sal)	Monday 22 nd June, at 4pm
Group 1	(Andy and Lisa)	Monday 15 th June at 4pm
Group 2	(Kate and Kimberly)	Wednesday 17 th June at 4pm
Group 3	(Deepika and Katy)	Tuesday 23 rd June at 4pm
Preschool	(Kay, Christine and Felicity)	Wednesday 24 th June at 4pm

The staff do not have the answer to “when are parents allowed back onto the school grounds?” We are working on this and as soon as we are sure, you will be the second group to find out.

Keep safe and well.

Julie C

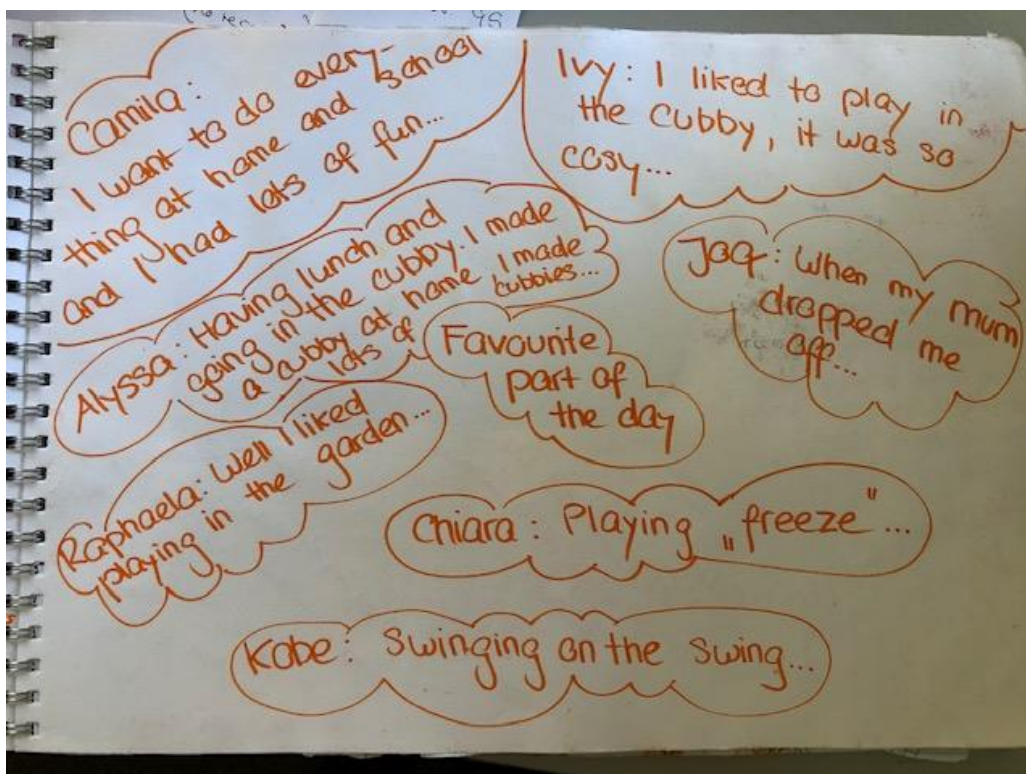
Preschool

Several parents have said how much they miss the opportunity to look through the floorbook. Here is a taste of what we have been doing at Preschool this term.

Thursday 14th May



Friday 15th May



offerings
 • leaf rubbing
 • boules

Monday 18th May




Eva G: I miss the chickens...
 - carrying -
 - boy, Eva G and Christine played snakes and ladders...
 - taking turns -

Marble tracks were independently made by Krize and Paphnah. Eddie joyfully put marbles down the tracks too. They kept adding on more and it got very big and interesting. Letter Mijasa and Yvie made a track independently too. Explained marbles sharing.

Ly: Christine, come you have to be our owner! We made a house and a desk for you. Christine owned 1 puppy (Bela-Vina) and 3 kittens (Eva-Jessy, Gretel-Slash, Ivy-Flash). They got hurt, they like to run away and they turned into unicorns!
 Co.

Ly and Conia looked after the babies together... Co.

It's an epic marble run! exclaimed Krize







offerings
 • checking ice axes (boy)
 • boules
 • name tags (Daniel on hill)
 • letter for lions

Dienstag 19. May

Daniel, Finn and Rory helped to construct another veggie garden bed this morning. The checked the instructions, making sure we had everything we needed. Worked together passing each other the nuts and screws. Finn helped Pat to put the finished bed into the garden. It was a bit heavy, but lucky Finn has big muscles. 😊
 (pat)

Chilli observed the tadpoles for a long time. She had lots of questions and she made lots of comments. They are they not moving? They are like statues. They are playing hide-and-seek. Are they a mummy and babies? Christine and Chilli looked at the life cycle of frogs together...
 Co.





Tuesday 26th
May


inn was interested to make names go backwards

Pat → Tap
Kay → Yak
Finn → Nnif
Eva → Ave
Nina → Anin
Gretel → Leterg
Eve → Eive
Issy → Yssi

After Finn being called Nnif for a while he said:
"Can we make it go forwards now" (K)



Chilli, Edie, Daniel, Ivy, Finn, Issy, Juliette and Amelie all helped to sort and sharpen pencils, textas, pens, crayons and pastels. We had to cooperate to make the machine work (K)



offerings

- painting roads
- sewing paper (K)
- wood work

Thursday 28th May

Kaelan was playing with the cars, then at the craft table made a garage out of a large box. Bodhi joined in, both finding alphabet letters, cutting them out, spelling their names and sticking them on to their creations.

Bodhi, Kaelan, Rezig and Raphaela played with the cars on the transport mat.




Kaelan added his garage and then asked for a bridge, Raphaela made a tree, and Kaelan found some blue bottle tops which he placed by the 'hotel'. Raphaela drove to the 'North file' and then asked if anyone would like to go to the 'volcano' with her. (K)

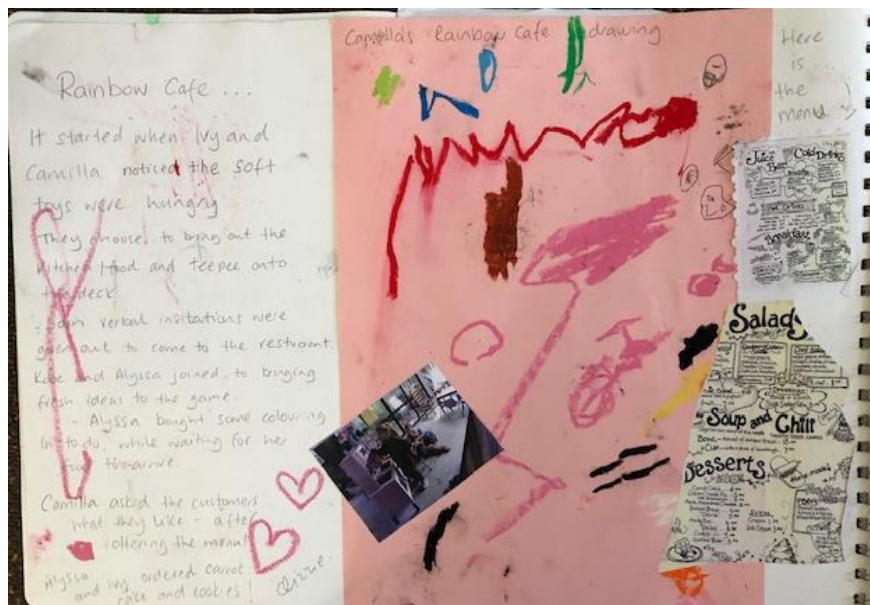
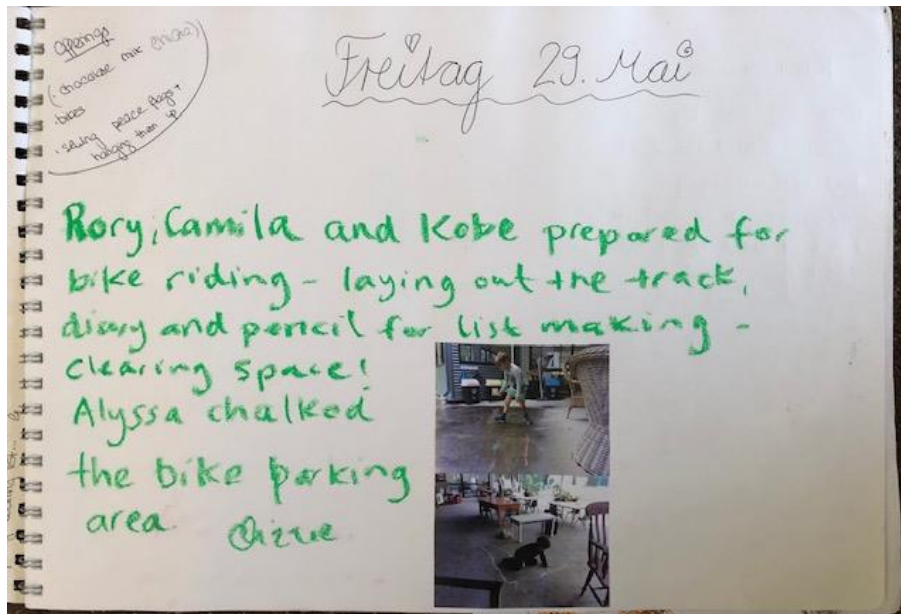
offerings

- dress-ups

Chloe chose dresses, hats, scarfs, crowns, capes, animal outfits, work jackets and vests for a dressing up activity - a.

Camila: I'm painting one for Lucas - a.





In the floorbook, we aim to capture the children's voice, their ideas, interests and anecdotes, as well as document a few of the activities and learning experiences the children have engaged in. We hope you have enjoyed this snapshot of Term 2 at Kinma Preschool

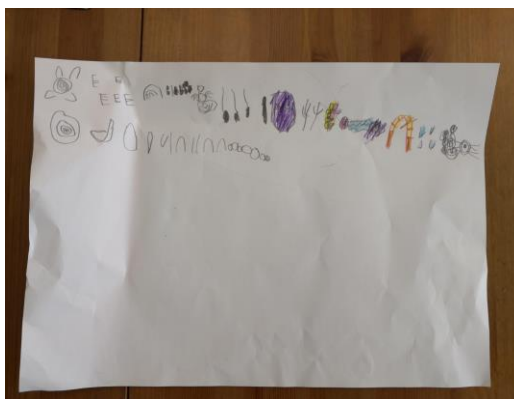
From the team – Felicity, Pat, Karthi, Lizzie, Christine and Kay

Group 4

It has been a busy couple of weeks for Group 4 as we have settled back into the flow of things and had all members of the team back together. It has been beautiful to witness connections and friendships being rekindled.

Reconciliation week recognition and exploration

Since our last newsletter, we recognised and explored Reconciliation week, with this year's theme being "In This Together". It has been a great opportunity to further explore elements of the culture and ways of being of our First Nation's people. This is something we already try to embed wherever possible in Group 4, but it was exciting to focus on exploring various texts from Indigenous authors and experiment with storytelling through symbols and art, furthering Group 4's ability to take on authorship roles!



Group 4 loved furthering our knowledge and use of the local Guringai language, branching out from our version of Heads, Shoulders, Knees and Toes to also learning our numbers 1-6 in local Guringai language

One particular text that we have all loved exploring has been, “My Kind” written by AFL star Eddie Betts, which celebrates the power and positivity that can be created when we all come together and spread kindness. It explores rhyme and rap and has been so fun to explore together as a group...

“Kindness is the key, it’s the only way!”
It is sure to get stuck in your head, if it hasn’t already!



Going bush!

More recently, Group 4 has been exploring everything that the natural world around us has to offer. This has meant building teepees outside, bushcraft and exploring many new bushwalk tracks thanks to the collective Kinma knowledge. During these bush exploration sessions we explore and experiment with nature sounds and animal calls, practise survival skills, such as saving people with ropes, sink/float experiments, floating creek races and much more!



Cabinets of Curiosity

We have continued on with our theme of exploring all things curious! Over the last few weeks we have been designing and making our very own cabinets to house all of the curious items that get collected. This process involved thinking of designs, experimenting with different materials, and ultimately being tasked with the final construction of the cabinet. During this time we also had the help of some Group 3 friends.



Writer's Notebook

Our Writer's Notebook time has been an incredible success! It has been exciting to be a part of this new part of each and every day in Group 4. We start by getting our Writer's Notebook, our writing pencil, we place our imaginary writer's hat on and off we go! In absolute silence, we all sit and we write! It is a beautiful time to experiment with new letters and words and practice sitting with one's own thoughts and ideas and trying to get those down on paper. This has been so much fun, and we are so proud of our Group 4 writers!

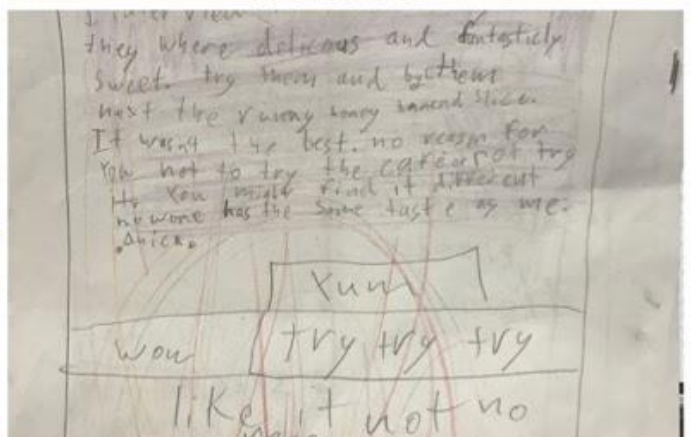
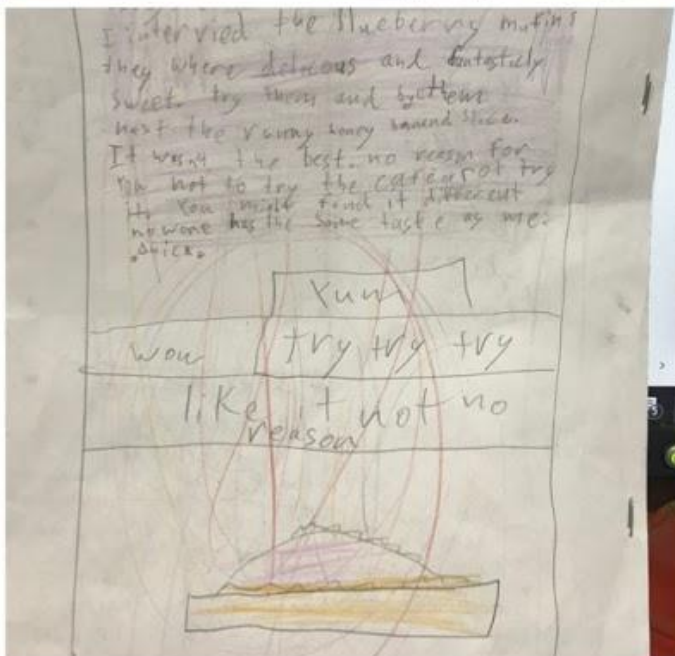
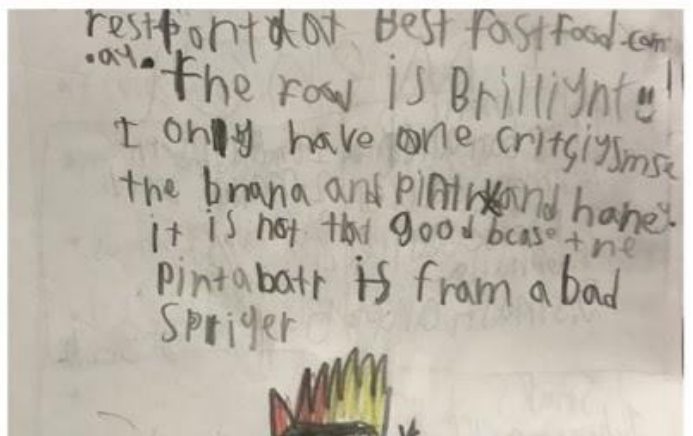
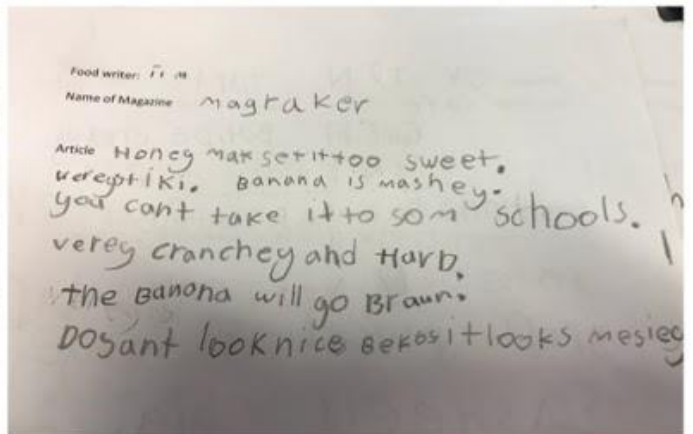
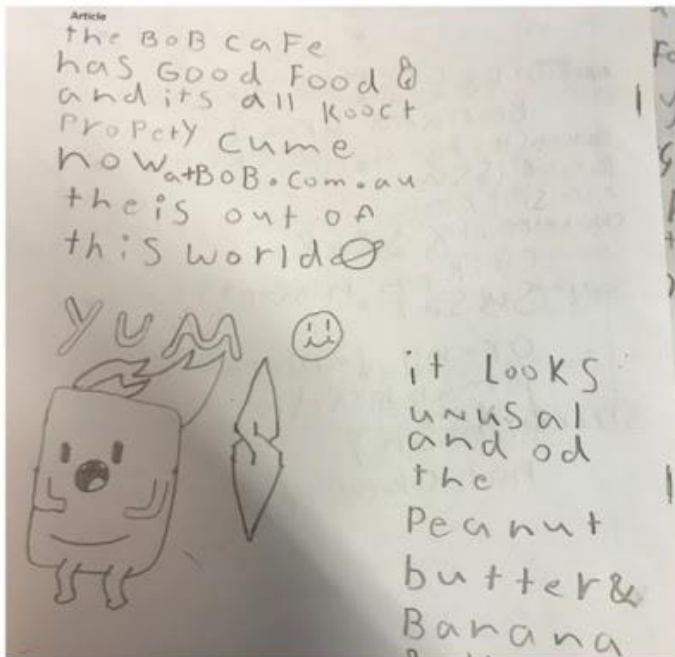


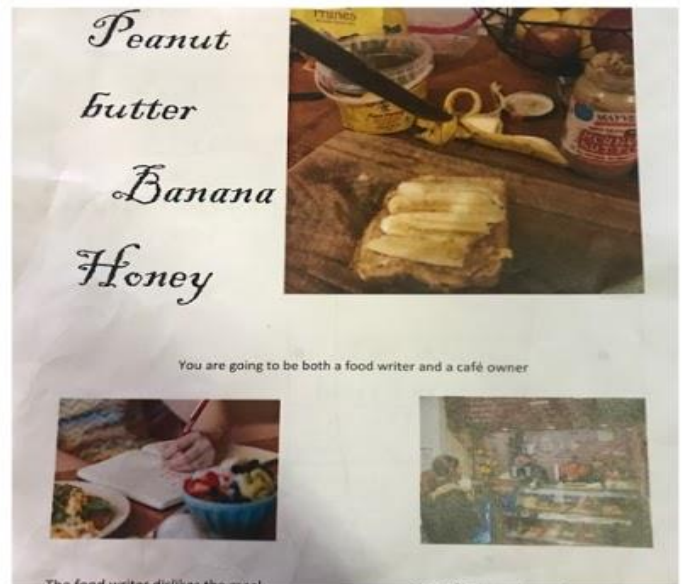
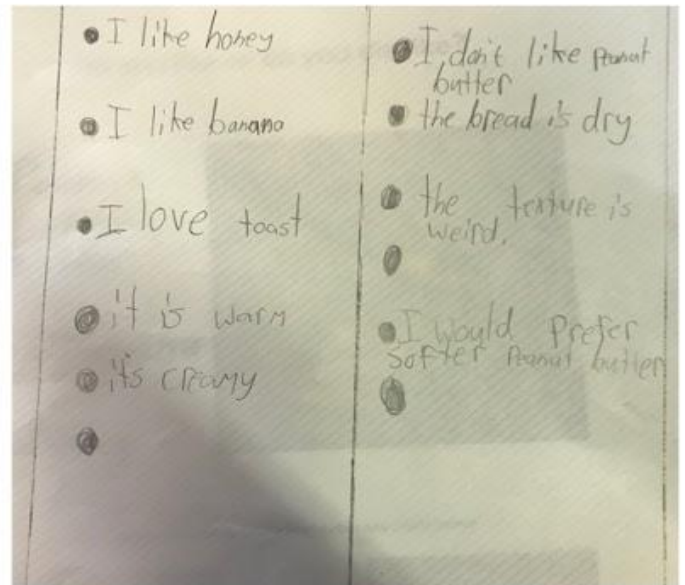
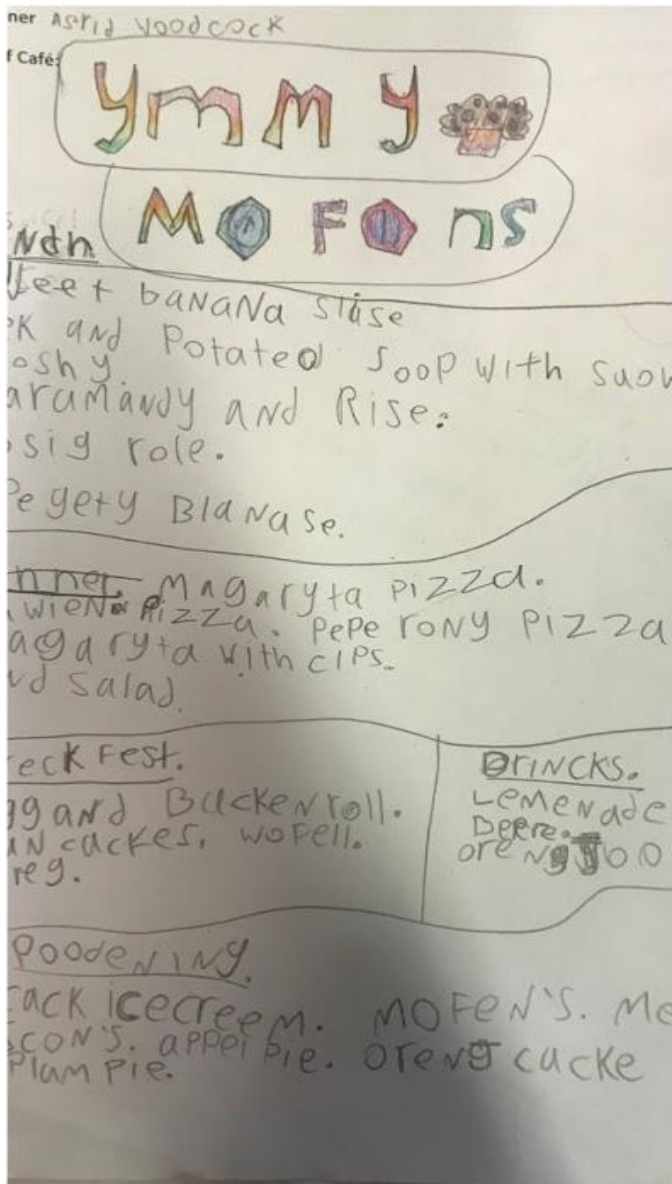
Let the adventures continue Group 4!

Tom and Sal :)

Group 1

Andy's Literacy group were asked to think about the good things and the bad things about peanut butter, honey and banana on toast. We had an impromptu debate with the negative and positive teams coming up with some great arguments. The children went off to create their lists of likes and dislikes before they were tasked to be a cafe owner and a food critic writer. As a Café owner they wrote a menu featuring the dish, and as a food critic writer they had to critique it in a positive light. The ensuing pieces of writing were hilarious!





As part of our planet development we have also been creating habitats and creatures to live in them. Children had to think what special features their creature needed to help it survive in their chosen habitat. Here are Rivers habitats using diamonds and Lava

The Creature River created was a Lava monster. Each colour on his monster gives it a power to help it survive on this very hostile planet.



Planet weather game

In music we have been learning how to follow representations of notes and play on the beat following a moving conductor. In week 6 and 7 we have been playing 'How Far I'll Go' from Moana and Africa by Toto. We have also started to explore a few other songs such as tertris and the Lion Sleeps Tonight.



Over the next few weeks we will continue on our musical journey creating music inspired by the weather and Vivaldi's 'The Four Seasons'.

Keep being creative!

Andy and Lisa :)



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The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia. The NQS includes 7 quality areas that are important outcomes for children.

Quality Area 1 revolves around Educational program and practice. It supports the Educational program and practice of educators ensuring they are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development.

At Green Umbrella OSHC we strive to accomplish this by nurturing the development of life skills and complementing children's experiences, opportunities and relationships at school, at home and in the community. A collaborative planning experience where staff evaluate and observe, in conjunction with children making suggestions, as well as flexibility in the program for spontaneous experiences, enables us to achieve an engaging program.

Please see below for some of our planned and spontaneous program inclusions:



World Environment Day Activities - Planned



Obstacle Course 2.0 - Planned



Potions Lab - Planned



**Snakes & Ladders -
Spontaneous**



**Recycled Construction -
Spontaneous**

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

Extras



June 2020

Mona Vale Road East - Out of hours work

Out of hours work is planned from 8pm to 5am on the following dates, weather permitting:

- Tuesday 16, Wednesday 17 and Friday 19 June
- Tuesday 23, Wednesday 24 and Friday 26 June

If work is delayed due to wet weather, we will try and work a different night within seven days. We will notify highly impacted residents if there is a change of date.

To minimise the impact of night work on residents, we do not work for more than two consecutive nights in the same area and will work only 10 days within the same month. If you are eligible for Alternative Accommodation you will be advised within 24 hours of the work.

Work along the eastern end of the project includes:

- using a vacuum truck and an excavator to trench and install utilities under the Mona Vale Road, Samuel Street and Ponderosa Parade roundabout
- saw cutting to remove the concrete footpath from the eastern side of Samuel Street and replace it with a temporary footpath (for future utility relocation work)
- a vacuum truck and backhoe to excavate and confirm the location of services under Samuel Street
- ongoing road maintenance.

Work along the western end of the project includes:

- removing rock from the top of the existing rock cuttings near our site compound (opposite 120 Mona Vale Road), the eastern end of Lane Cove Road and near Laurel Road
- installing screens and relocating concrete barriers on Mona Vale Road near Laurel Road and the eastern end of Lane Cove Road
- ongoing road maintenance.

We will use excavators with rock hammers, backhoes, tipper trucks, elevated work platforms, hammer drills, a roller, saw cutters, street sweepers, a concrete truck, vacuum trucks, wacker packers, light vehicles and lighting towers. A stop/slow arrangement will be in place with traffic controllers and signage directing traffic.

Enquiries and registering for work updates

Call: 1800 413 640 (24 hour number).

Email: monavaleroad@georgiou.com.au

For more information: [rms.work/mvreat](https://www.rms.nsw.gov.au/work/mvreat)

If you need help understanding this information, please contact the Translating and Interpreting Service on 131 450 and ask them to call us on 1800 413 640.

Map showing location of out of hours work on the Mona Vale Road East upgrade



Note: Shaded areas are approximations for general information and illustrative purposes only

Use of drone

A drone will be used during the last week of each month to take progress photos and assist with surveying the project. The drone will remain within the project area.