

Term Dates:

Term 1: Tues 31 Jan - Fri 7 Apr

Term 2: Thu 27 Apr - Fri 30 June

Term 3: Wed 26 July - Fri 22 Sep

Term 4: Tues 10 Oct - Fri 15 Dec

Hello to everyone.



We are back and starting term 2's journey in Playgroup, Preschool and Primary. There are a few changes again to the newsletter to information sharing. We are continuing the weekly one pager (What's going on at Kinma) to try and get succinct information to everyone. We are

linking all the other news from the teachers so that you can access it all in one quick spot.

What's going on at Kinma next week (Week 2, 01/05/17 – 07/05/17):

Term 2		
Date	Time	What's On
06/05/17	Saturday, 9.45am in hall (lunch inc.)	Community Day and Annual General Meeting –all invited
07/05/17	Sunday 10am-4pm, Ted Blackwood Community Centre, Warriewood	Northern Beaches Schools' Expo (Kinma stand)
08/05/17	Monday 3.15pm	Parent Enrichment Forum and Group Overviews (for all Primary and Preschool parents)
09/05/17	Tuesday	Violin begins
10/05/17	Wednesday	Snack Attack begins
16/05/17	Tuesday	Tinkering in Preschool and Primary – email julig@kinma.nsw.edu.au to help *Help needed
19/05/17	Friday, 9.30-11.30am in School hall	Open Morning for interested families
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
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	No Primary, Preschool open
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 julig@kinma.nsw.edu.au to help *Help needed
30/06/17	Friday @ 3pm	Last Day Term 2

Keep reading to find out what has been happening

Admin

Welcome back to great weather with and a little nip in the air!!

Funnily, we have been exploring with different ways to produce and give the community information via the newsletter over the last 12 months. There are many ways that information is shared at Kinma and we have always valued the depth and expanse of information that we share in the newsletter. During term 2 we are modifying the newsletter a little more; hopefully to continue to streamline. (Why did I say funnily – because if you don't read the newsletter in the first place you won't know that we are trying to improve it!!)?

Transitioning from Preschool to Primary

Over the last 12 months the staff, management and Board have been discussing the ways in which we can strengthen the School financially and reduce debt to enable more initiatives to support our children. So effective from Term 1 2018 we will have one transition at the beginning of the School year from Preschool.

The main reasons for the change include:

- Funding changes for preschool students - government no longer support any child who attends preschool if they are under 4 years of age
- Timing for data collection by the Federal and State Government in Primary for funding also.
- Looking for ways to create less disruption in group one and help to build the group from the beginning of the year

As always at Kinma, if we feel there is an exception to the rule we will reconsider on an individual basis during this transition period.

Cooler weather

Can families please make sure the children have warmer clothes to wear and shoes in the mornings during term 2. The days can start off quite nippy and by morning tea everyone is warmed up and ready to take a layer or two off. Labels on the clothes are also very helpful.

Community Day Saturday 6th May, 2017 10am-2pm

The Community Day this year is combined with the AGM and we would love as many of the community who can join us to come along. The day is about what is happening at Kinma and what is coming up along with what can we all do to continue to make our community thrive! Lunch is catered and we will have staff to look after little ones in Preschool and older children can play in Primary. Any questions email a Board member, or ring or visit Julie or Claire in the office.

Admin Team

Education Co-ordinator

While the children and you, their families, enjoyed a wonderful autumnal vacation, the staff of Kinma Preschool and Primary explored 4 days of assorted learnings (and also spent some time resting up, playing, having a lovely break). It may be eye-opening for the Kinma community to hear of the range of experiences that opened up during the four days.

We sang! And we sang some more; sharing music from around the world and right here in our backyards, filling our musical cases with songs to share with the children. Creating a Kinma wide batch of songs is one of our goals for 2017 so the tunes flowed.

We learnt all together. Some of the experiences were applicable to both Preschool and Primary and having time to share our viewpoints; standing in the shoes of learning with 3-6 year olds and those of 5-13 year olds, always brings growth. We completed our annual first aid certification; CPR, Asthma and Anaphylaxis training. In addition we continue to explore communication in 2017- asking 'How can we better our use of language with all groups that make up the Kinma community?' Is there anything we are missing?

We spend time in our teams; considering the interests and strengths of each one of your children, those areas where they may need support and what experiences can be organised using appropriate strategies. Brainstorming themes is always a highlight; with laughter, outrageous ideas and then settling into some practical and not so feasible possibilities.

Many staff members had areas of learning to share with us. Grace and Tristan had attended a two day workshop on supporting students with specific learning needs in the behavioural and cognitive domains. They guided us through a process of very specific need identification followed by a bank of support strategies; some with which we were familiar, some which come from new research.

As all of you know we have 17 core principles that are the foundation for the learning at Kinma. While we regularly refer to them, every few years we do an in depth consideration of them and revisit the ideas therein (originally made some 44 years ago) through the view of current research. Each staff member studies and presents at least one of the principles over the course of the coming 18 months. They hold working sessions for the rest of us. We started with unpacking assessment and looking at what the new research and practice worldwide looks like as regards standardised testing. Michelle set up a mock testing scenario for us and the dialogue flowed till well after 'home time'. Yes it happens to staff as well as your children, when Kinma style learning blossoms.

The second principle we considered was co-operation rather than competition as a core driver of learning. Many of you attended the 3 learning forums held last year on this topic. As we did then, we explored Alfie Kohn's work, perhaps with a deeper consideration of in-class strategies and the effects of co-operation on every facet of a child's growth. Grace shared a quote with which many of you are familiar but it bears repetition and re-repetition so that we all see it in our daily home, work and play lives

" ... one person succeeds only if another does not (in competition) . How can we do our best when we are spending our energies trying to make others lose? ... What can it do but drive a wedge between us and invite hostility? "

And so with the weight of that ... we sang some more. Chirag and his mum turned up for school a day early so they joined us in song as we prepared ourselves to walk into a fresh term of learning with you all. May our minds and hearts grow richly as the term unfolds.

Juli Gassner

Kinma News Term 2 week 1 Telephone: 94500738 Admin 94863018 Preschool Email claire@kinma.nsw.edu.au
Julie: admin@kinma.nsw.edu.au

Group 2, Term 1 Summary

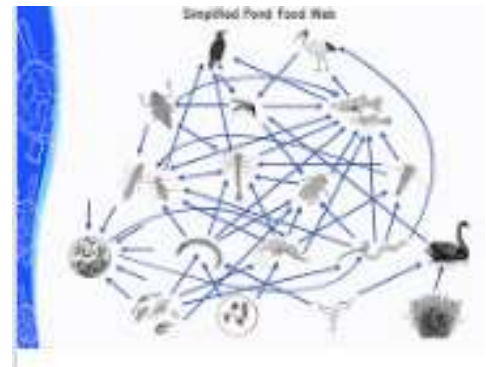


To give you an idea of what we got up to last term, here is a quick summary:

Theme-

The children worked collaboratively to decide on a starting point for our theme and through a paired, group, then class process came up with the question: **'When will the animals come back?'** To investigate we:

- *Explored macroinvertebrates and their differing habitats in water (riffles, flood plain etc.)
- *Learnt about food webs and the inter relationships between animals.
- *Went dip netting to search, identify and collect data on macroinvertebrates.
- *Made a collaborative collage of a shrimp and drew careful scientific drawings of others (both with Cherry).
- * Learnt about water waste and run off in our catchment area (with the council).
- * Walked from RC to the bush path and mapped it out.
- * Worked with the council to plant over 100 plants back around creek (and learnt about why this would be beneficial.)
- * Conducted other scientific tests such as pH testing and temperature taking.



Maths:

We played barrier games to aid speaking and listening skills and use of precise mathematical language. These covered-

2d shapes (including: colour, size, position, direction, rotation)

3d shapes

Place value to 4 and 5 digit numbers

A 'Pac man' place value comparison game (using $>$ and $<$)

Linked to our theme, we-

Use Carroll diagrams to categorise and sort macroinvertebrates- then numbers (looking at odds, evens, and multiples)

Collected data on our creek visits and represented through pictographs and bar charts

Carroll Diagram		
Macroinvertebrates		
2	4	7

Literacy

A huge chunk of our theme this term was a creation story called

'The Be'. We learnt the story through the Talk4Writing model through symbols, actions and retelling. We created a collaborative retelling, taking parts in pairs and adding narrative and illustrations (see our display board in class).

Once embedded, we used the structure to plan a class innovation and share wrote part together. The children then planned and wrote their own story.

Once complete, the children self-assessed their writing against class agreed story features. (We searched for: adjectives, verbs, punctuation and openers).

The children then set their own next step in their learning.

We also wrote to Dennis and the Council asking for help with the creek (which led to the planting day) and explored poetry. Phew... and we still found time for the children to have 'choice' and 'pig' AKA own direction time!

Group 2, Term 2 Parent Overview

Welcome back one and all! We hope you had a lovely break and are ready for our next adventure.

When pondering our next theme, we considered the children's interests which were quite eclectic. How could we keep the Harry Potter fans happy whilst also catering to the Pokemon likes and Star Wars fanatics?

With a broad theme that encompasses them all:

Magic, Monsters, Myth and Mystery

Our hope is to have a project based on this theme in which the children will have tasks to complete and weekly expectations to encourage some independent time management and initiative. For example, one of the tasks will be to plan, design and construct a 3d model of an imaginary place (this can have links to their personal passions). Guidelines will be set such as: including a habitat/dwelling for a character, showing means of sustaining life, use of different materials to represent features of their landscape. Once these are complete, we will set problems for them to solve that will require them to communicate with other worlds (e.g.: You have suffered a drought and food supplies are low- who can you communicate/trade with in order to obtain more?)

We are not planning too far ahead and will follow the children's lead in the direction that this theme takes but it is sure to incorporate many areas of the curriculum. It *may* include:

Literacy Skills:

Reading and analysing the features of Literary Descriptions of characters and places from Prose and poetry

Writing their own detailed descriptions or information reports of important features of invented characters and places

Building word families of synonyms

Maths Skills:

2D Space: Map reading, giving and following directions, use of coordinates and compass bearings

3d Space: Solve creative problems using 3D objects, based on their properties. Creating complex 3d shapes that meet particular design criteria.

Measurement: Length, Perimeter, Area

Problem Solving: Selecting and using symbols and diagrams to represent mathematical ideas and finding strategies and technologies to solve problems. Analysing, solving and generating code by calculating missing values.

Outside of this theme or project time, we will also have some distinct learning times. We will continue to have our 'Jam and Bread' time in which the children quietly read and Grace and Tristan work on targeted reading skills with small groups of children.

We will also have 'Nuzzles' where the children will experience maths through a combination of 'stations' of their choice and guided small group learning with a teacher. Nuzzles sessions will cover skills in the four operations (addition, subtraction, multiplication and division.)

As always we love to have the input of your ideas in our planning and your presence in our activities. If you would like to spend the day with us or have an interesting related skill to share with the children, please let us to know.

Other bits and bobs

French will continue (from wekk 3) and Jerome rejoins us for basketball on Friday mornings - this week! (running shoes required please).

Grace will have a rest day Wednesdays, Tristan Thursdays.

For important dates, refer to the front page of the newsletter.

Can we sign off by asking that the children arrive to school by 9am please. We find that late arrivals mean a less settled start to the day for the children.

Group 3 overview, Term 2, 2017

Our overarching theme for term 2 is 'The human body.' This unit of study will be heavily focused on Science and Mathematics, as well as reinforcing and extending learning outcomes in Literacy, History and ICT (Information, Communication and Technology.)

We will be looking at the interconnectedness of the human body systems and how they work together to function optimally. Our main focus will be on 5 main body systems: circulatory, digestive, , skeletal, muscular and respiratory. These systems and their functions will be investigated through student directed research, experiments and discovery. As part of this unit we will also be looking into human viruses and diseases, body image and advertising, human health and mindfulness.

As a major project, the students will choose and research the functioning of a body system or organ and make a collaborative stop motion video to show and teach to the rest of the class / school. Along with this ICT informational text, students will write a creative and persuasive text using their ideas of redesigning a human body. This will correlate with an exploration into the future of human bodies in the world of science.

Mathematically, children will be studying the Fibonacci sequence and the 'golden ratio' in the human body. We will be measuring bones, body proportions, masses and movements. This term we will also be including daily 'Mad Maths Minutes' focused on consolidating basic number facts, as well as contextual projects, activities and games to extend knowledge and skills in the number strand.

There will be an explicit focus on the strategies of problem solving: from drawing a diagram to finding a pattern, from working backwards to drawing a table and from solving simpler problems to trial and error.

We have a very exciting Human Body incursion on Monday, week 3 (8th May) with *Fizzicseducation*. Children will be looking at things like cells in blood under the microscopes, how food moves through the intestines, how colour perception works, optical illusions and much, much more!

You can help with our learning by: bringing any animal products you have from home that might be of interest to the class. Do you have things made from animal products such as teeth, hooves, hides, skins, etc? Old unwanted x-rays you might have lying around? We are open to any ideas or suggestions you might have.

Basketball Fridays, from week 1

French on Fridays starting in week 3

Violin on Thursday, from week 2

Fizzicseducation, 8th May

Friendship Seed Day, Wednesday, 24th May

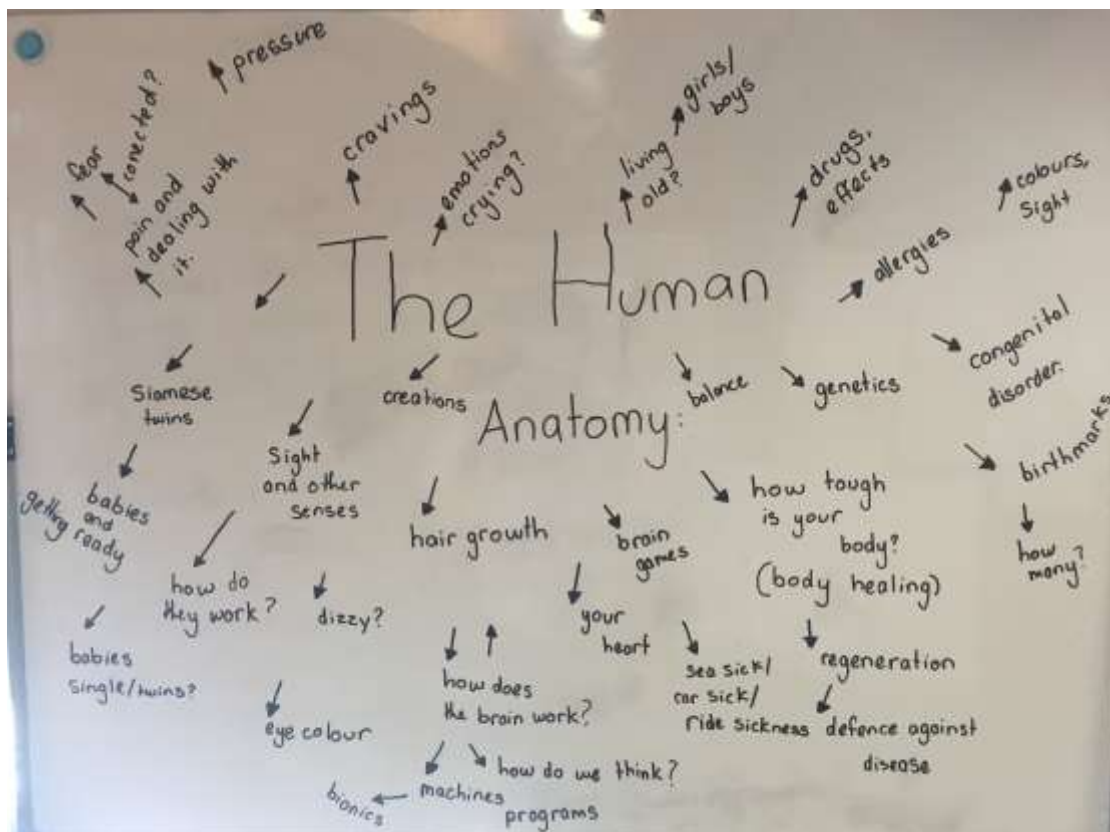
Tinkering 16th May, 20th June. Please let juli g know if you would like to offer a pod.

School on Sunday, 5th June

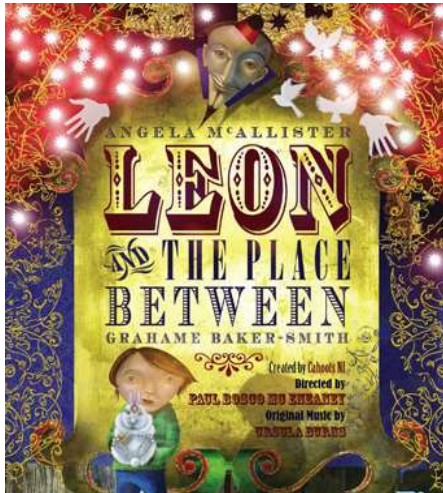
No school on Monday 6th June after School on Sunday

We are looking forward to a mind stretching, easy breathing, body bending, heart pumping, adrenalin filled meditative term.

Group 3: Human Anatomy Brainstorm



Group 1 Overview



Welcome
back to
Term 2!

We hope you've had a reinvigorating and enjoyable break. We are ready and raring to jump into Term 2 and warmly welcome everyone back into the classroom, with a special welcome to our newest Group 1 members - Ella and Jasper and their families.

Last term saw us delve into history as we explored our own pasts as well as those of our families' and the school. Many maths experiences were drawn out of the theme such as interviewing one another and recording data, creating graphs, making timelines and map drawing. Literacy experiences abounded with storytelling, reading and writing activities such as our invitations to our Grandparents' day. We also explored imaginary worlds which saw us drawing our dream islands and then building them in the classroom.

We noticed last term that many of our children were keen to learn about animals, conduct experiments, explore physics, make potions and play circus games. So we thought we would jump on this and see where the blend of science and magic takes us. We are going to be looking closely at a book called *Leon and the Place Between* by Angela McAllister which, on the surface, is a tale about a boy who goes to the circus and is involved in a magic trick. Delve deeper though, and it conveys messages not only of magic but also of escapism and daring to believe in what many say is impossible. Our questions to the children will be many, some examples: What is magic? Does it happen only in the circus? Does it have to be an illusion or can we find it in the world around us every day? What could magic around us look like?

We are going to use this theme as a vehicle to investigate different strands of science, whilst playing with magic tricks and carrying out experiments. We aim to:

- Examine animal habitats
- Put activism into action with a focus on the Manly Little Penguins
- Experiment with energy, mass and the forces of gravity and friction
- Use simple equipment to solve simple problems
- Use our ability to concentrate in order to make observations
- Carry out experiments individually, in pairs and in groups
- Discover the excitement of seeing the world in a new (and magical) way

Along the way we hope to read many other stories that involve scientific phenomena or magic. Should you have any at home, we would love to borrow them. If you have any knowledge or skills in scientific endeavours and would like to share - please have a chat with us.

Aside from our theme we will continue to have regular maths and literacy sessions in small groups, focusing on phonics, letter recognition and blending for our emergent students and creative and informative writing for the established students with emphasis on editing as to the requirements of the individual (it might be spelling for some, handwriting or structure for another). In mathematics our established mathematicians will be looking at problem solving, length and area and our emergent mathematicians will be looking at building up our core number skills as well as length and area.

Book boxes are a chance for families to come into the classroom and share a book or two. It is about enjoying books with your children - whether you read or they read or you simply sit together and leaf through the pictures. This term we will continue book boxes Monday, Wednesday and Friday.

Balls and hoops is how we start our Tuesday and Thursday mornings. In this time we get moving and practise our gross motor skills, catching, throwing, spinning and balancing etc.

Basketball will be on throughout term 2 on Fridays with Jerome.

French will be on throughout term 2 on Fridays with Morag.

Tinkering is happening on Tuesdays 16th May and 20th June. If you fancy a tinker or are just available to help others please let Kimberley or Andy know.

Snack attack and wheels will continue on Wednesdays. Please make sure those who want to do wheels have a helmet and enclosed shoes.

School starts at 9 o'clock so please ensure a prompt arrival, and if you need to talk to us, please make sure you do so before 9am or after 3pm. Otherwise feel free to send us an email to andy@kinma.nsw.edu.au or kimberley@kinma.nsw.edu.au.

Although we are leading into the cooler months the UV rays are still strong - please make sure hats come to school every day. And as the cool sets in, do make sure to include a jumper and long pants!

All the best for a magical term,

Andy and Kimberley