



Kinma Newsletter

Term 4 Tuesday 10 th October – Friday 15 th December, 2017		
Date	Time	What's On
Week 3		
24/10/17	9.00am, Library	Violin lessons begin
25/10/17	12.30pm, Primary and Preschool	Snack Attack begins
26/10/17	9.30am, Hall	Open Morning for interested families
26/10/17	8.50am, meet on basketball court	Group 3 to Parramatta Riverside Theatre
26/10/17	2pm, Hall	Group 1 Information Update Meeting – for all Group 1 parents
Week 4 onwards		
30/10/17	9am, Whole Primary	Sculptures By the Sea Excursion
04/11/17	6.30pm-11.00pm, Hall	Kinma Auction Fundraising Night
07/11/17	9.30am, Hall	New Primary Parents Meeting re Transition
08/11/17	2.15pm, Hall	New Primary Parents Meeting re Transition
12/11/17	Preschool and Primary	Kinma Care Day
14/11/17	9.15am-11.15am, Preschool	Preschool Morning Tea
21/11/17	2.15pm, Terrey Hills Swim School	Last Swimming for Groups 1 & 3
22/11/17	11.30am, Terrey Hills Swim School	Last Swimming begins for Group 2
23/11/17	3.15pm, Preschool	Parent Information Afternoon
28/11/17	All day, Preschool	Eyesight Screening
01/12/17	All day, Preschool	Eyesight Screening
05/12/17	9.00 – 10.30am Primary	Kids Christmas Market – all welcome
08/12/17	TBA, Hall	Group 3 Play
08/12/17	All Kinma	Sensory Spectacular * (see Education Co-ordinator section!)
09/12/17	4pm, Hall	Gratitude Celebration
13/12/17	2.15pm, Preschool	End of Year Celebration
15/12/17		Last day T4
Dates for 2018		
31/01/18	9am	First day Term 1
13/04/18		Term 1 finishes
02/05/18	9am	First day Term 2
06/07/18		Term 2 finishes
01/08/18	9am	First day Term 3
28/09/18		Term 3 finishes
16/10/18	9am	First day Term 4
14/12/18		Term 4 finishes

Kinma grounds will be closed this weekend as the start of the new building commences.

Please don't come and visit us at that time!

Admin

Kinma Primary classroom

We are off and running. The building of the new classroom starts this weekend!

A reminder of what this will mean? A little disruption will occur in the following ways (and maybe ways we do not know):

- top playground will be a little more noisy
- A little more vigilant with younger siblings visiting
- Staff carpark out of bounds for everyone (staff included) – so no short cuts
- Restricted areas for playgroup

Students and hats

Can we please ask that all children have a hat at school every day. If you place a name inside the hat is far easier to return them to the child when we do clean ups.

Survey

We have launched the 2017 Primary Survey this week to all families and ask that you find 10 minutes or so to complete it by this Monday 23rd. This information is invaluable. Many, many thanks in advance!

Carin, Julie and Claire

Education Co-ordinator

Below is Kinma's Homework Policy, we invite you to read it and welcome your feedback.

Homework Policy

We aim for policy and practice to reflect real life.

At Kinma, learning is viewed as a continuous process. We recognise that all children from three to thirteen years are at differing stages of development, ability and understanding. Our staff grow deep and meaningful relationships with all children. This, and their knowledge of each child underpins their approach when addressing this important policy area.

At Kinma we do not offer daily homework as found in most schools.

We believe that children are learning all the time, not only when they are at school. Hence, the experiences they amass in life, wherever they may be, whatever they may be doing, will serve them. Kinma staff engage children in a rich array of experiences, those resonating with individual interests and those which are of value to the community. In addition, staff hold a healthy respect for experiences collected beyond school. In line with this Kinma philosophy, homework is not given to students; their use of time outside school hours is theirs and their family's to decide. Our approach has been confirmed by international research.

At school, we aim to develop the whole child. This requires the development of thinking skills, problem solving strategies, skills for collaboration and co-operation, communication skills as well as the development of basic skills such as maths, reading and writing. Through providing children opportunities to learn through real-life experiences they approach tasks in the same way we all do everyday – through talking to others, thinking it through, having a go, making a choice, sharing the load, taking responsibility, etc.

Homework by its very nature represents a very different style of education to that which Kinma represents. Homework requires children to work alone; collaboration is no longer possible. Homework, by necessity, is generally structured to allow for simple assessment, that is marking, which results in basic knowledge questions, rather than activities requiring thought, problem solving strategies or decision making skills. Furthermore, many of the resources in our environment at Kinma, both indoor and outdoor, are not always available at home, which changes the way children work.

It is essential for children to have the time to be involved in activities outside of school, which result in rich learning experiences. The time children spend playing with friends contributes to their social and emotional development. Training with a local sports team develops co-ordination, co-operation, communication and social skills, as well as math concepts. Practising a musical instrument not only develops musical skills. With this experience comes patience, recognition for the need to persevere, practice to develop a talent and a swathe of patterning, mathematical and systems thinking. 'Home' tasks, done day to day, such as cooking, washing up and hanging out the washing, all contribute enormously to the development of responsibility, independence, interdependence and self-confidence.

At Kinma, students receive only occasional small amounts of homework. This may be because the student has not managed their time well during the day and needs to complete a task at home, or that the student and teacher have agreed on work in a particular area, for example handwriting. Children also request homework, generally as friends and/or siblings from other schools have homework. There is always discussion with children about their motives for homework and what form it could take.

Students in the older group will often have term projects which involve work at home. This is determined by the students and is structured to build a strong connection between home and school, by closely reflecting the practices at Kinma. The students work with family members as they would with other students at school. This allows parents and siblings to better understand what happens each day and provides students with the opportunity to take skills developed within one setting into another. Such projects are designed to allow students to incorporate their interests and learning style.

It is important to note that many Kinma children establish a natural flow in their lives between home and school. Hence they may carry through their 'school' work into 'home' work and vice versa. This is a wonderful scenario which we encourage as it shows no boundary in the child's learning worlds.

A GEM OF A SURPRISE

How do I share an incredible surprise with the families of Kinma, without giving away the gem that lies inside? Ok, so listen up. I'll try to be adequately clear to share the gist but be simultaneously evasive to keep each class' treasure well protected. On **8th December** (it's a Friday) you will be invited to a Sensory Spectacular. And.... I'm asking you now in October to mark the day ... from midday through the afternoon.

What exactly are you being invited to join? Simply and 'complexly', we invite you to join the children of Kinma in a creative unfolding of a term's exploration. Children at Kinma love to make. You may think most children do. And I'd agree. However, sadly, most children are schooled to consume someone else's making rather than encouraged to do a lot of their own making. Kinma children create often; alone and, they learn over their time here, that doing so together extends unimaginable possibilities for innovation, creation and joy.

The children of Kinma are moving through a project, an inquiry in a team of classmates.

The children of Kinma are living what the business world call 'soft skills'. These include collaboration, perseverance, managing disappointment, frustration and boredom (3 core feelings which Daniel Golman speaks of as the roots to emotional intelligence). The goal is to take steps to better know one self and through stepping into the shoes of others, to start to realise that others think and feel differently to how each one of us does.

The children of Kinma are moving through what the outside adult world call a suite of creative experiences. Not shallow one-off lessons in drama, art, science or technology. Rather a ten week immersion through maths, literacy, history and relationships in the work and play of creative dramatization, art and science.

The children of Kinma are members of a think tank; experiencing their lives and reflecting alone and collaboratively on what they do. They unpack by learning processes to analyse, synthesise and evaluate.

The children of Kinma are fusing the natural world into their inquiries. Why? As it is quite 'natural' (not normal ... beware that word) to draw on rocks while exploring line form, to collect renewable elements to build a scene setting or to carefully observe and come to know nature as a means to understand mechanical technology.

Soft skills, a suite of creative experiences, critical thinking and time in nature. Perhaps, together with powerful content, these represent the core elements of what education in the 21st century could look like for a resilient and responsible population; not according to jg or Kinma but according to so many of the international think tanks, communities who are harnessing their power to act and innovative thinkers and creators.

Our teachers are stepping up in their goals this term to explore creativity in a new way. The staff of Kinma aims to work on the above elaborated upon processes with the children as well as attempting to share a glimpse of them with you! Hence, the children, together with all teaching staff, will be involved in a formal reflection, evaluation and recording of their process and each of you will receive a copy as your end of year report.

Often what parents see in a report is an outcome of a creative process. And while you may sense such outcomes at the Sensory Spectacular in physical terms; a piece of theatre, an art exhibition and a technological creativity fest, this year's report hopes to give you an eye into the learning process of your child. We hope you enjoy the ride.

juli g
Education Co-ordinator

Preschool Newsletter

WELCOME



..... to George, who helped with the washing on his first day, as well as exploring the Preschool and making shapes with the playdough.

TERM 4 PRESCHOOL STAFF TEAM

Monday

Nina, Kay, Felicity

Tuesday

Pat, Kay, Christine, Nina

Wednesday

Nina, Christine, Pat, Kay

Thursday

Christine, Nina, Pat, Lizzie, Kay

Friday

Kay, Christine, Felicity, Lizzie

Other students and support staff will also work with the children throughout the term.

CHILDREN'S FRIDGE

Alexander: What is this washing machine doing here?

Mila: I don't know either

Louella: There's a washing machine here!

You may have noticed that there is a fridge near the lockers at Preschool. As we go into the warmer months of the year it will provide refrigeration for foods such as yoghurt, sushi and foods that need reheating. To enable this to work, it is important that any item of food put in the fridge is clearly marked with your child's name. A texta/marker will be available on the top of the lockers for you or your child to write their name on the container. This is a good opportunity for a reminder that all lunchboxes, water bottles and containers are best clearly named – it helps staff to identify them and they are more likely to come back to you if they are marked with a name.

WHEELS



Isaac and Caius had an idea to ride the bikes and scooters. First they designed a track. Then, they prepared the area, moving chairs and tables making sure there was space for everyone. Next they chalked a track, two parallel (well more or less) lines with bends and straight bits and a crossing place. Zeon helped to draw the track. Christine went with a group of children to choose the bikes and scooters and also found some helmets. Bambi, Elsa, Josh, Keira, Evie, Astrid, Kai and Eli also wanted a turn, we made a list and had a queue waiting by the lockers. Lots of children demonstrated their ability to ride two wheel bicycles. River and Casper set up a repair area to mend and give oil to any machines that needed attention.



EXTINGUISHING A CANDLE EXPERIMENTS



Elijah and Nina were drying dishes in the kitchen. Elijah looked at the fire extinguisher and said “That’s for fires and water comes out of it”

As it was a carbon dioxide fire extinguisher for electrical fires, Nina explained to Elijah that this extinguisher didn’t have water inside, it had a gas that didn’t let fire live. Nina suggested there was an experiment they could do to show this.

We talked about safety. About having an adult present, keeping the area clear and making sure our hair was back. We also had a cup filled with water nearby.

Keo: If there's toys on the table they'll melt

Casper: They'll burn

Hugh: It'll go out

Alexander: There's safety water

Over the week, many children had a turn at placing a cup over a burning candle and observing what happened.

What will happen to the flame?

Eloise: It will go out

Alexander: The smoke won't come out

Zeon: It's getting smaller. How did we do that?

Elijah: Come back, fire come back

Abby: See it's fading

Caius: If you move the cup up and down it will come back

Tim: Put it on something that will let the air in. If you don't let the fire with air, then it won't be anymore a fire.

Keira: When it's not with air then it goes out.

Josh: I think it goes down and up to make another flare

When observing the smoke:

Hugh: It's shooting up like water

Teo: It's like a fontana

Mila: Look at the smoke, it's a bit smelly that smoke

Mila: It's like a wave

Lena: I like how the smoke makes patterns

What does fire need?

Keira: Paper

Louella: Paper and wood

Abby: If it's a big fire then a hose with water

Keira: If it's a huge fire then you need to call the fire engines

Louella: Yeah, the fire engine people

After hypothesising, we went through the three things a fire needs and how by restricting the air a fire has access to, we take away the oxygen the fire needs to burn, just like the fire extinguisher



PAINTING, DRAWING AND MUSIC



Anica, Tim, Mabel and Christine were reading books together. Tim chose 'Maisy'. There was a page about musical instruments and one of them was a piano. Christine told Anica that she went to a beautiful concert the previous night and listened to a man playing the piano.

Anica: Coco and I went to a concert yesterday from play school and there was a man playing the piano too!

Christine: I bought the cd we could listen to it later and paint.

Anica said that she would like that.

At the end of the day, the children were invited to either draw with soft pastels or paint with water colours. Joep Beving's cd was playing while the children created their art.

Lucas: It sounds sad.

Christine asked each child what the music reminded them of.

Lucas: A lollipop singing

Astrid: It's for a movie called the secret garden.

River: A big lollipop

Eli: Of a painting, a drippy painting

Keira: When my mummy plays the piano

Cedric: What's it called?

Astrid: The piano man

Lucas: That's good music, I like this music.

Cedric: I like it too.

Christine asked more children what the music made them think of.

Mabel: My grandma. Can you draw a green love heart there?

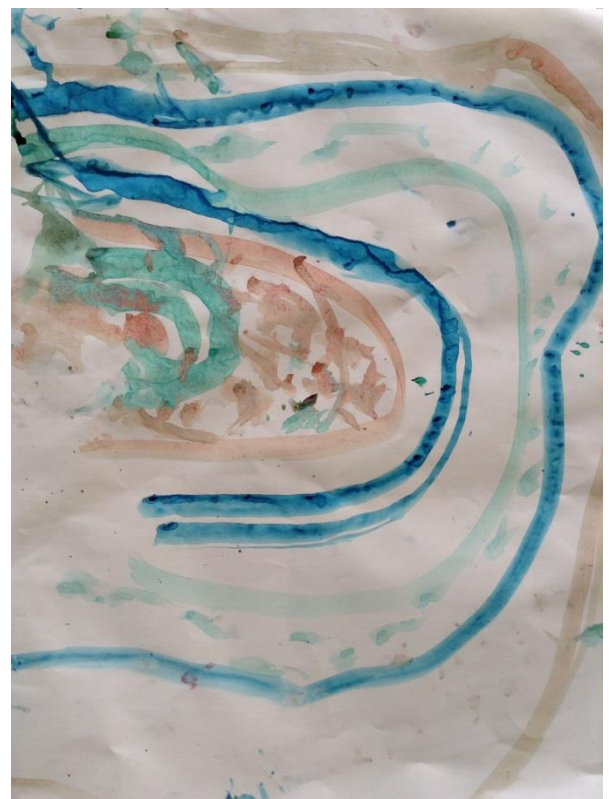
Josh: Mary Poppins

Cedric: A piano, a trumpet

Gus: A person singing

Keira: My daddy plays the piano when I go to sleep.

Most of the children did a few pieces of art. A lot of them did one painting and a drawing. They were creating and listening for a long time. Many children who don't normally choose to paint or draw were deeply engaged.



FAMILY INVOLVEMENT CALENDAR

You can find this plan for the term on the signing in table.

We plan to offer cooking, bush walking, visiting the Primary School, gardening, woodwork and sewing to the continuous provision available to the children. These experiences need a higher ratio of adults to children. If you are able to support these activities by being at Preschool for a morning, afternoon or any spare time you have, please let us know. For any length of time, any day, short notice – you are welcome to stay and enjoy. Please talk to one of the staff team if you have other ideas or suggestions of activities for the children.



If you would like to get involved, just choose a date and add your name. Talk to Christine, Felicity or Kay for more information.



Kay, Christine, Felicity, Pat, Lizzie

Group 1 Overview

(It is closer to Christmas than you think!!!)

Term 4 is upon us and as we try to get our head around where the rest of the year has gone, we reflect on a jam packed year. Last term's theme of 'Schools Around the World' was such a great window into other cultures while also holding a mirror that looked into our own lives as well. A huge thank-you to all that helped make it possible and if any parents or family members feel that they can contribute in any way to our themes, then please don't hesitate to contact Kate or Andy.

This term's theme is multi-faceted, caters to the interests of all and is rich with opportunities for literacy, maths and science.

As the weather warms up we will look to cool down and take some regular strolls down to the creek to explore our backyard. With plans for a new building at Kinma we are afforded the opportunity to see how changing our landscape affects the flora and fauna (We envisage a link here to how we utilise our natural environment to help us live, such as solar, wind and hydro technology!).



As if that is not enough of a mouthful we will be also be getting hands on as we explore how things work. We hope to build a list of things over the course of the term that we can deconstruct to see what makes them go. There are many materials we could explore: wheels, wind, rubber bands, electricity, water and heat. Looking at how things are powered is the aim. We can easily see this extending into construction, woodwork, tinkering and our homes.

To kick it all off we are going to look at Caine's Arcade (<http://cainesarcade.com/>) in order to look at making moving parts out of cardboard.

Whilst we wished Kimberley well on her new adventures we also welcomed Kate as group one's new teacher. Kate is fast becoming part of the furniture as she has worked with us before and is very excited to be with us again.

For literacy groups, Kate will be working with our more established readers and writers while for maths she will play with the emergent thinkers.

In Literacy, Kate's group hope to use our scientific explorations on how things move to be a springboard into creating and writing factual texts. We have already begun developing procedural texts for our cardboard creations as our arcade progresses. The children have returned from school holidays with a hungry appetite for creative storytelling and writing. With a focus on narratives and sentence structure, we intend to use descriptive language as a catalyst for our imagination. This is all on top of our regular literacy games and experiences that focus on the core skills of reading and writing.

Andy's group have their detective hats on as we scroll through the alphabet to find the clues we need to build and deconstruct words. We are using lots of made up words to hear the different sounds they contain while also focusing on some sight words that are trickier to sound out. Activities will have a mixed focus on phonics, spelling, letter formation and separating different sounds.

In Maths we come together to look at two and three dimensional shapes as we look to create a model of our new classroom (or rather what we wish our new classroom to look like). We will venture to the creek and explore volume and capacity with different sized containers and cool off at the same time! We will continue to build on the children's knowledge of number, addition and subtraction as well as our critical thinking problems.

Some of our regulars:

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 Mondays, Wednesdays and Fridays after drop-off.

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.

French will be on throughout term 3 on Fridays with Morag.

Sculptures by the Sea Monday 30th October

Swimming each Tuesday. Last swimming 21st November week 7. Please ensure your children have a comfortable swimming bag as the walk is long, packed with towel, swimmers, goggles, a water bottle (which they should all have for school anyway) and hat (also an every day piece). Closed shoes are of course a necessity.

Christmas Market 5th December

Sharing please see roster below. Putting reminder on the fridge would be helpful.

Sharing roster

Monday	Tuesday	Wednesday	Thursday	Friday
Odd weeks - weeks 1, 3, 5, 7, 9				
Aisha Diesel Ella	Etti Evie Ewan	Huon Jasper	Jonah Joe Josh	Jun Lenny Max
Even weeks - weeks 2, 4, 6, 8, 10				
Mitchum Mia Mc Mia Mo	Nate Olive Rafferty	Rogue Samara Sigrid	Sylvie Willow	William Zoe

Please feel free to make any suggestions regarding our theme. As usual this overview is a guide and we may walk a different path should the children show other interests.

Please can we ask you to remember that school starts at 9am!!

Also, that sleep is almost as important as food and water for learning. Many tired children does not make for a fun learning space. Regular rich sleep please!

Andy, Kate and Group 1

Group 2 Overview

IS LIFE ART?

A brief guide to learning lines in Group 2 Term 4

Dear Group 2 parents, welcome to Term 4!

The weather is getting warmer, the blossoms are out and the children of Group 2 are embarking on their next learning adventure at Kinma. We have already begun nurturing our artistic selves as part of this term's theme and are collectively looking forward to more making, experimentation and developing lots of new skills! We can't wait to share our creativity and ideas with you as we move through the term. And, be prepared for a very special surprise at the term's end! In the meantime, here is our overview.

Who will be learning with the group 2 children?

Monday	Tuesday	Wednesday	Thursday	Friday
Tristan Deepika	Tristan Deepika	Tristan	Deepika	Tristan Deepika
	Holly - Violin		Holly - Violin	Morag - French

& of course a host of different teachers and family members in a variety of learning experiences.

What sorts of learning might my child be engaging in?

Well, to be frank, as teachers we can only know a very small percentage of what your children are learning. As learning is going on all the time, including during sleep, what we can share with you, to be precise, is the set of stimuli which we, as teachers, consciously prepare to add to the mix of emerging ideas, to which the children readily add. It is important for families to know that teachers at Kinma finely balance travelling the varied learning directions in which children wish to move with sharing content and process elements which we feel are necessary. If at any time you are curious to know more, do ask us or Juli G. You may even like to read some progressive learning ideas.

A little more on sleep. Increasingly, it is becoming clear that the power of INTEGRATION of one's collected stimuli after a day, in the form of rich deep sleep, is vital if learning is to be strongly encoded in our brains. So we're going to start our overview with a grand plea for lots of and regular sleep.

We'll continue our overview with an invitation. We are keen to see more of our group 2 families joining our learning. It was such a delight to have Renee & Amy join us at the creek last week. Let us know when you might like to drop in.

When you visit us in group 2, you will see the children engaging in self-directed learning sessions throughout the week. Monday and Tuesday will see the children immersed with us in what may be termed an explicit teaching and learning of skills and content that they will consolidate during the week. How might they do this? Through a range of activities in Maths, English, Art and History. The children will be supported to manage their time by formulating a weekly schedule through teacher support and guidance as needed.

There will be an opportunity throughout the week for one on one interviews with Tristan or Deepika where we will discuss

- Engagement and interest in activities
- Time management &
- Goals for following week/next steps

Our theme for Term 4

This term our theme has an Art and History focus. We will explore the exciting elements and principles of Art and art making, over time. Throughout Term 4, students will complete an Artist's Portfolio to document their learning, record reflections related to their artistic practice and collect work samples. Children will share these portfolios with their families and exhibit some of their artwork in a vibrant celebration of learning at the end of the year. We will learn a myriad of techniques and experiment using anything we can get our hands on! The first week of term saw Group 2 head down to the creek and use ochre, charcoal, water and a natural stylus to create line drawings of eels!

How do English and Maths get woven into the weekly program?

While the children will read, view, write and respond through the thematic elements, there is care to incorporate spelling, grammar and punctuation as well as core maths concepts. The following will feature.

Shared Reading of 'Buddha at Bedtime' by Dharmachari Nagaraja

Group 2 will continue to explore moral and ethical dilemmas in a collection of short stories entitled 'Buddha at Bedtime' by Dharmachari Nagaraja. Each story highlights a conundrum that children may face in their own lives, and provides an insight into how they might approach some challenging situations. Group 2 immensely enjoyed these tales during Term 3 and some very thought provoking discussions ensued following each reading.

Guided Reading Groups- Book Club

Group 2 will continue to work in small guided reading groups called Book Club. In Book Club, children work in collaboration with their peers and a teacher to share and explore texts that are at the group's reading level and linked to the children's interests and passions. Reading strategies such as decoding, reading fluency, comprehension and concepts about print will be explicitly taught, learned and practised. From these Book Club sessions, over the term we hope to develop a class library of peer reviewed and recommended books for all to enjoy in BRead time (Be Read i.e. reading in quiet to ourselves).

Weekly Writing

Students will work on a weekly reflection related to their artistic endeavours in the previous week. In addition to this, we will write historical recounts, procedures and opinion pieces.

Spelling Sessions

On a weekly basis, children and staff jointly select target spelling words as identified in children's writing and/or related to theme. In regular short, sharp (and fun) sessions, the children engage in hands-on and interactive spelling activities to practise the spelling of their target words. At the end of the week's cycle, children review words and peer and teacher feedback is provided. These spelling sessions enable the children to develop their vocabulary knowledge and gain confidence in their spelling capabilities and writing.

Number, Measurement and Geometry

During Nuzzles (number puzzles) this term we will be looking at Number, Measurement and Geometry, in particular Place Value, Decimals, Fractions, 2D & 3D Space and Volume & Capacity. Students will engage in a range of number activities weekly as well as activities related to another focus area. For the remainder of the week, students will have the opportunity to work at their own pace provided they complete all set activities.

Learning Support

Beatrice Heine will be working in the learning support role this term. She will be here on Wednesday and Friday with a range of Group 2 children providing Maths and English support.

Term 4 Dates

- **18th October: Swimming starts**
- **20th October: Tinkering**
- **24th October: Violin starts**
- **30th October: Sculptures By The Sea**
- **12th November: Kinma Care Day**
- **Week beginning 13th November: Parent Enrichment Forum-date TBA**
- **22nd November: Last Swimming session**
- **30th November: Last Violin lesson**
- **5th December: Kids Festive Market**
- **8th December: Sensory Spectacular** (What is this? Hope you're suitable intrigued!)
- **9th December: Gratitude Celebration**
- **15th December: Farewell Ceremony** (For those families who may not know, this is when our pre-highs are farewelled. Traditionally, they prepare something which they present to the community. It is a wonderful experience for all and we highly recommend you marking the date to join us.)

If you need to speak to us, please chat to us before 8:45 in the mornings, at home time on the basketball court or email us anytime:

- Tristan: tristan@kinma.nsw.edu.au
- Deepika: deepika@kinma.nsw.edu.au

We are abuzz with the responses the children are already sharing in our Nuzzles sessions and the art experiences. Do come share!

Deepika and Tristan ☺

Group 3 Overview

Lights, camera, action!

Welcome to term 4 and as our heading suggests - It's play time!!

There has been much discussion around suitability of plays for our age group, audience, stereotypes and interest. The result is.....*The Wizard of Oz!* Please put 12pm, Friday 8th December in your diary.

In the lead up to the play there will be much drama (hopefully, performance wise only!!), costume and prop design, character development, drama games, music, staging, sound and lighting and of course bucket loads of negotiation. Science and technology will be elements of this term's curriculum. Children will design, produce, reflect and adapt props, sets and scenes.

Stereotypes is an area of great interest to all children in term 3 and we will continue to highlight the prevalence of stereotypes both in modern and historical contexts. As you may be aware, they are found in abundance in *The Wizard of Oz*. This will be further explored in critically analysing, questioning and responding to media, advertising and the prevalence in our children's lives of visual literacy.

Recent headlines from The Age caught our attention as *Australians woke to the news of the brutal murder of Little Red Riding Hood in schools today. After 2000 odd years of storytelling, the Victorian government has finally achieved what the wolf never could: The girl in the crimson coat is no more.*

We will use the above headline as a springboard for discussion, debate and write a persuasive text. This brings us to the concept of banning books, movies, plays and censorship in general, all of which we will explore.

We are very fortunate to have the opportunity to experience Shaun Tan's *The Red Tree* performance at Parramatta Riverside Theatre. This will involve the study of his graphic novel from a critical literacy perspective as well as through the lens of performer, director, stage producer and audience. Our excursion is on Thursday, 26th October. Please ensure your child/ren is/are at school by 8:40am. They will need morning tea, lunch, water, shoes and hat.

The children will be extending their knowledge of decimals, percentages and fractions. One of the applications of this will be through demonstrating their culinary expertise. They will be actively working with mass and volume in a practical manner. Further to this, children will be writing recipes of their own design using specified ingredients to create a written procedural text using appropriate structure, language features. This will be followed by a reflection. Number, position, measurement relationships, problem-solving and puzzles will feature throughout the term.

Swimming on Tuesday afternoons from week 2 to week 7. Children need to bring swimmers, towel, goggles cap, shoes and hat. Please support your child/ren to remember their hats every day.

A reminder that violin is on Thursday, commencing week 3. French continues to be on Fridays.

Pre-high dinner will be advised ASAP. Please be aware that this evening is funded by Kinma.

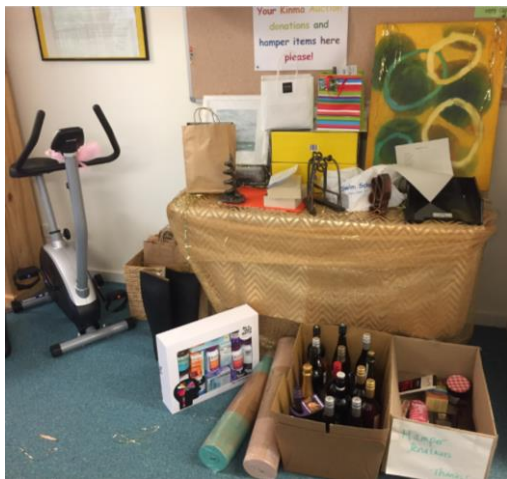
As you know, Term 4 also brings the farewell of our pre-highs: Autumn, Damascian, Hannah, Sage and Sky. We would really love all Group 3 parents and the wider Kinma community to be part of this special occasion.

Term 4... here we come!!!

Katie, Michelle and Group 3

Auction Night Fundraiser

We thought you might like to see some of the amazing donations coming in, to 'tickle your tastebuds' in a way!



Voucher for a beer tasting paddle

3 x black and white framed photographs by an ex-Kinma parent and photographer Bea Pierce

Painting by exhibiting artist Deb Young

Original oil pastel by exhibiting artist Nic Woodcock

One term of kids group tennis lessons x 2 from Evolve Tennis and Goodwins Tennis

Two x 1 hour sessions of Cardio Tennis x 2 from Evolve Tennis and Goodwins Tennis

Various books from Berkelouw Books

A term of swimming lessons, plus cap & goggles from Terrey Hills Swim School

\$50 Voucher from Belrose Chemist

\$50 dining voucher from Momokko Japanese restaurant

2 x Acupuncture vouchers and 2 x massage vouchers from Family Wellness Centre

100 days of unlimited Group Exercise Classes from Energize Health Club

3 month gym membership from Energize Health Club

2 x solar light home systems

Backyard Home Gardening Blitz - 4 hours of labour in your home/garden from Kinma dads

Basketball camp for Primary kids – 10 spots – by Ben Broadbent

'Crochet, Tea and Cake' workshop – 8 spots – by Amy Webster

Middle Eastern home cooked dinner for 6, plus books, from Ginny Neighbour

\$120 gift card from Gift Card Planet

Ladies PVC Black riding boots

2 x Posh Grotz waterproof clothes for kids age 1

Voucher for duo practitioner energy healing from Divine Healing

Voucher for a restorative chakra balance massage

2 nights stay in a Coffs Harbour apartment

Half a day of electrical work plus \$100 worth materials from Kim Kong Electrical

Hamper of 'Be Well' goodies from Blackmores

Beautiful fine metal sculptures by Keith Neighbour

Travel dress and 'bbe boutique candle from Stars in Her Eyes

2 x Whale Song yoga mats

Lots of wine and goodies from families!

Please keep them coming!

Thanks from your Auction Team!



An uplifting afternoon of Yoga on our Spring Day Retreat at Warriewood SLSC.

We expertly guide you through two yoga classes and practical yogic philosophy for deep rejuvenation of the body, mind and spirit.

Beginning with a deep, gentle flowing yoga class with Liz Bennett, we will gather together for an introduction to the deeper dimensions of Yoga knowledge led by Valli Simpson. The ancient principles of the Yamas and Niyamas help to elevate our intentions and change our experiences. Valli will remind us how the energy of our thoughts and actions, has the power to transform our asana practice, and create a peaceful life. This will be followed by a deeply refreshing, restorative Yoga Nidra meditation. Included as part of the experience is the sharing of a nourishing Ayurvedic afternoon tea along with useful workshop notes to take home.

Saturday 28th October

Time 1-5pm

Cost \$110

Bookings required - Discount \$200/2 when you bring a friend/partner

Contact Liz or Valli to confirm your spot Liz@yogaessentia.com.au or Valli@eastviewyoga.com.au

or call Liz 0405 543 263

COME & TRY TENNIS OPEN DAY!

Sunday 29th October
10:00am to 2:00pm

Terrey Hills Tennis Club
Yulong Avenue
Terrey Hills



COME & PLAY FOR FREE

Have a complimentary assessment or join our free coaching class on the day

SOCIAL TENNIS * COMPETITIONS * PRIZES * SAUSAGE SIZZLE



Enquiries

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