



Term Dates:

Term 1: Weds 31 Jan - Fri 13 Apr

Term 2: Wed 2 May – Fri 6 July

Term 3: Wed 1 Aug – Fri 28 Sep

Term 4: Tues 16 Oct – Fri 14 Dec

Term 1		
Date	Time	What's On
Week 5		
24/02/18	10am-1pm	Kinma Care Day
Week 6 onwards		
27/02/18	9.30am	Open Morning for all interested families
07/03/18	9.15 -11.00am	Preschool Morning Tea – all welcome
07/03/18	7.00pm	Board Meeting
09/03/18	Morning	French begins
14-16/03/18	All 3 days	Primary Yurt Farm Camp
20/03/18	2.15 - 3.00pm	Last Swimming Groups 1 & 3
21/03/18	11.30am	Last Swimming Groups 2
22/03/18	3.15pm	Preschool Parent Information Session
30/03/18	<i>No Primary or Preschool</i>	<i>Public Holiday - Good Friday</i>
02/04/18	<i>No Primary or Preschool</i>	<i>Public Holiday – Easter Monday</i>
03/04/18	3.15pm	Preschool Alumni Afternoon Tea
04/04/18	1 st and 2 nd session	Tinkering *Helpers needed – contact Bea Heine
13/04/17	1.30pm	Poetry Festival
Term 2		
02/05/18		First day Term 2
06/07/18		Term 2 finishes
Term 3		
01/08/18		First day Term 3
28/09/18		Term 3 finishes
Term 4		
16/10/18		First day Term 4
14/12/18		Term 4 finishes

KINMA CARE DAY – TOMORROW

10am – 1pm

Gloves, gardening tools, cleaning rags, secateurs, tools to remove staples.... Please bring these and your good selves along tomorrow to our Kinma Care Day.

There are plenty of jobs for Primary and Preschool.

Kids welcome. Refreshments provided.

Tinkering

Ahoy hoy Kinma families!

A quick heads up that Tinkering will be returning to the Kinma shores on



Wednesday, the 4th of April from 9.20am-12.45pm

Please drop me a line at beatrice@kinma.nsw.edu.au if you are interested in running a pod or supporting another parent or staff member on a pod.

For those new to the Tinkering game... Tinkering is...

- A whole school activity run over two or three sessions.
- Activities are organised in "pods". Children can move between pods according to their own interest. A pod may host a handful of students or 10-15+. Teachers are on hand to support children to find an alternative pod if one is too busy and it is possible to limit the number of children visiting a pod when a lot of adult support is required, eg. cooking.
- An opportunity for children to try wide a variety of activities
- A place where children, staff and parents connect across the groups
- A learning environment where children and (adults!!!) learn by trying, changing something and trying again; asking for a hand, offering a hand; focussing in on something without distraction
- A chance to value, and benefit from, a breadth of ideas and skills in our community
- Children also offer pods and enjoy the opportunity to share their special skills and passions

Pods that have been run with great enjoyment in the past include:

- cooking (leave the sugar at the door please!) eg. frittata, home made pasta, dumplings, vege skewers, curry...
- how does it work? sessions, eg. using cranes, pulling a part a printer, being shown around the engine of a car etc
- variety of visual art activities - eg. painting, print making, drawing with charcoal
- craft - eg. crochet, knitting, friendship bands, origami
- gardening
- challenges - eg. construction challenges, problem solving tasks,
- physical activities - soccer clinic, basketball skills, circus skills, skipping and elastics, obstacle courses
- story writing
- animal care (with live subjects!)

... these are just some ideas, we always love to refresh the mix with something new. Please don't hesitate to come and have a chat, or send an email if you would like to be involved in some way.

Many thanks,
Beatrice

Admin

Working Bee Saturday 24th February 10am – 1pm

Coming up tomorrow. Tom (Ewan and Holly's dad) has a number of ideas and projects that we would like to get started with.

Labelling Clothes, Bags, Hats and Stuff

We are only very early in the term however we are starting to collect lunch boxes and water bottle that are nameless. We would love to send them back home. If things are labelled then when they end up at the lost property docking station (library entrance) we will gladly pop them in your child's bag.

Carin, Julie and Claire

Preschool

Bike Shop

Last week we got out the bikes and many children used them for a long time, taking turns and reminding each other to wear helmets and shoes. There were some bikes with flat tyres and ones that needed to be fixed up by either cleaning them or adding training wheels and other bits.

The following day we had what we needed to have a BIKE SHOP. When Lennis arrived he was very keen to see the bike pump and to make it blow out air. When Dan arrived he showed it to him. They walked around the environment investigating what the pump could do like blowing paper.



After a little while we chose two bikes to take to the bike shop. We started with turning one bike upside down to pump up its wheels. Dan and Lennis took off the nut that covers the valve for pumping. The connection between pump and tyre did not permit a good solid inflation. It was difficult to get air through to the tyre and the pump was tough to lower down. So we tried the next bike, we had a little more luck with this one. Both Keira and Lena came over to help. They too pumped with all their might as the tyres had become more tough.

Next we wanted to add training wheels to one of the bikes. Whilst all this pumping was taking place Lennis was sorting through the tool box which we had on hand. The plyers were stiff so we added WD40 to loosen them up, just as we had with some peddles the day before. He then chose an adjustable spanner and took off the nuts where the training wheels will go. Once shown the direction they would be attached he immediately attached both wheels with very little instructions. He had a huge smile on his face once he had completed.



The bikes got a scrub and a clean by Dan, Lena and Lennis and then some lube was applied to the chain to make it run more smoothly.

The children being involved in such activities is meaningful and purposeful. Not only are they learning that we can repair and fix things to be able to continue to use them, but they are also learning that we take care of our equipment. This is demonstrating how to be sustainable. Their coordination and fine motor skills are further developed when using the tools and the pump.



Grace, Dan, Coco, Stanley, Marley and Lennis all enjoyed riding the bikes. Coco helped Marley along with a bit of a push, working together is a great benefit of having the bikes out.



We look forward to working on some other bikes next week.

We made some banana bread for Nina's birthday and the children enjoyed the process of mixing and measuring and mashing and eating!! Here is the recipe as some people had asked for it. Enjoy.

Banana Bread

Dry ingredients

1 $\frac{3}{4}$ cup plain flour (can use gf flour)

$\frac{1}{2}$ cup brown sugar or coconut sugar

1 tsp ground cinnamon

1 tsp baking powder

Wet ingredients

3 large ripe bananas

125g butter or coconut oil, melted

2 eggs lightly beaten

1 tsp vanilla essence

Method

Preheat oven to 170C and grease or line with baking paper a loaf tin.

Measure the dry ingredients into a large bowl and mix together with a whisk to make sure they are all combined well. Set aside.

In a separate large bowl mash the bananas. Add the melted butter/oil, eggs and vanilla. Mix well until combined.

Add wet to dry ingredients and mix until just combined.

Transfer to prepared loaf tin and cook for 60 mins.

Allow to cool in tin for 5 mins then transfer to a cooling rack. Enjoy.

Kay, Christine, Felicity, Nina, Lizzie

Group 1

With term one well under way, Group 1 have well and truly dived into our theme.



In week 3 we set off on our excursion. The highlight of the day for all the children was the North Narrabeen Rock Platform! Following a safety talk, children explored the rock platform. They found sea stars, elephant slugs, limpets and lots of other fishes.





From exploring coastal environments to creating our own!



We have explored erosion through creating our own 'mini coastlines'. We used our excursion on Monday and our local beaches as inspiration to create beaches, bays and lagoons. Of course there were added features - teepees, pools, boats and a firepit.

Creating waves using drink bottles, we observed the effect the ocean has on changing the coastline. Zoe and Willow noted that their beach had plants which helped to stop the sand from washing away. Astrid shared that when Zeon made waves, the land got smaller and smaller.



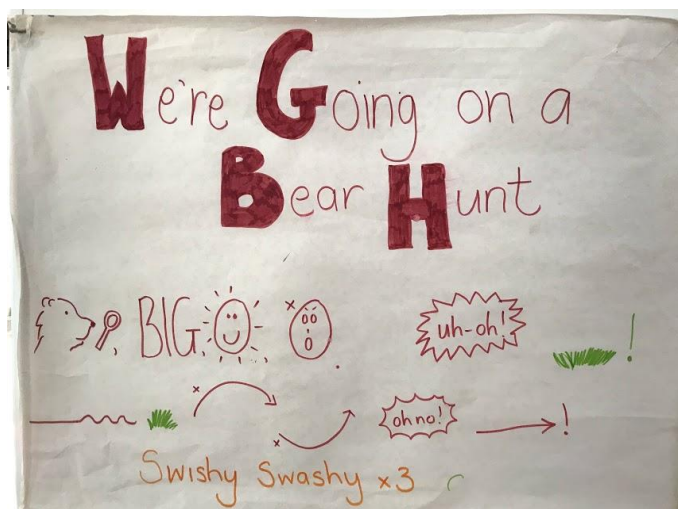
Literacy



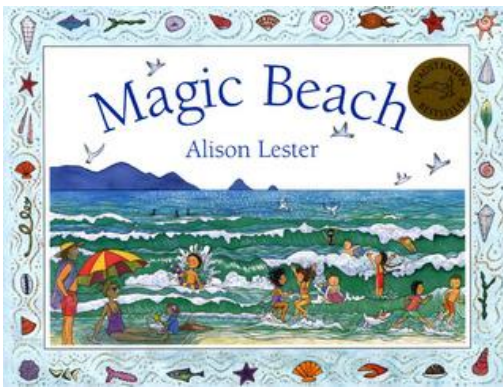
Honorary firefighters Cedric, Evie and Jun rescuing the vowels



Our newest Group 1 children donned on a fire helmet and jacket to rescue some vowels from the burning building. They had to do a somersault and climb the ladder (horizontally) in order to get to the vowels. We are pleased to announce that all children and vowels made it safely home

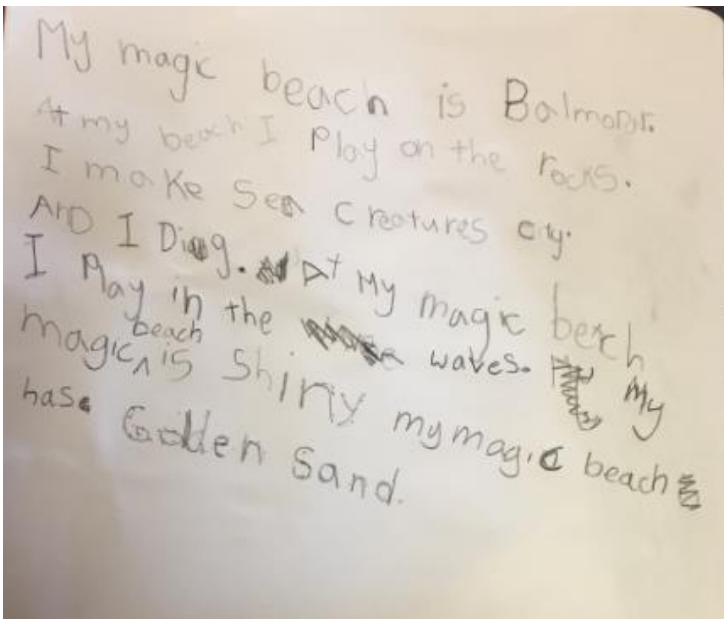


In week three the younger group (mosier's) started on the story 'We're Going on a Bear Hunt'. We do this through a method of teaching emergent readers called Talk for Writing. In this method we draw the story so that even pre readers can follow along with the story. It is backed up by lots of actions and rhyme. The children love to perform it and now have a story they can READ! In the coming weeks we substitute characters or obstacles so that the children become the author, changing the story bit by bit until it becomes their own. As they gain a foundation of letters and sounds we can make our story maps with more words, choosing a focus such as adjectives or nouns. For now though, we are happy stomping out our story and mucking about with sounds.

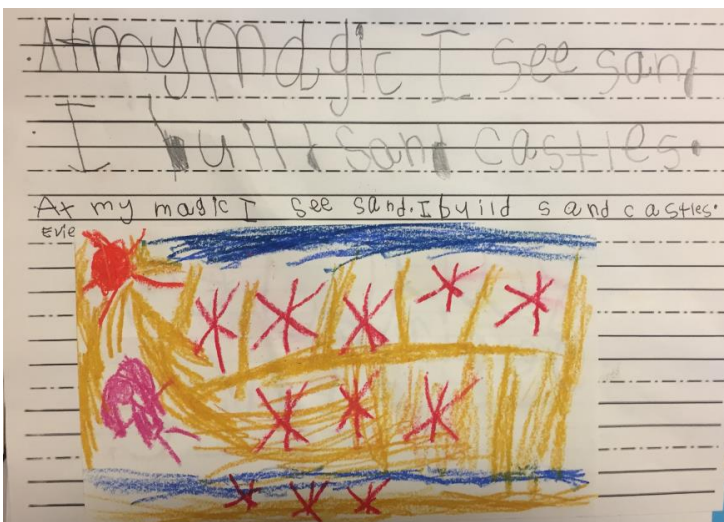
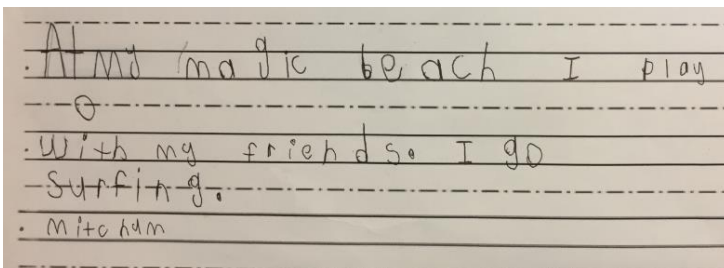


The older group (meanderer's) have been using poetry to experiment with real and made up rhymes, and descriptive writing about mystery characters!

This week we have been using Alison Lester's *Magic Beach* as a springboard into writing. We shared stories about our own beaches. Jonah likes surfing at Freshwater, Samara loved playing in the rockpools at Curl Curl, and Rogue loved Pipeline for the giant waves and volcanic rocks.



We wrote about what makes up our magic beaches - from what they look like to what we love doing there. Everyone was absorbed in the task, determined to persist with their spelling and handwriting. We even used fancy pens to publish our work! Keep your eyes peeled around the Ocean for them



Numeracy

Did you know that a blue whale's heart is the size of a car?! Group 1 have been measuring the lengths of whales and sharks (even whale sharks!). We have been using different things to measure and compare lengths - footsteps, our bodies, trundle wheels and even how many Andys!



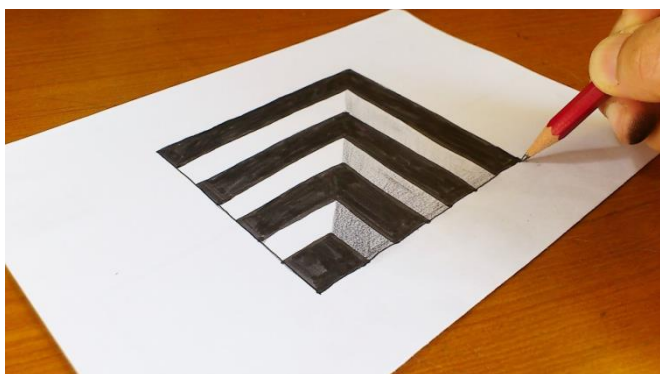
In Kate and Alley's group we have been marine biologists, searching the Great Barrier Reef for marine animals. We sorted and counted them, then made a graph to display our recordings. We have also been experimenting with numbers through painting, which everyone has enjoyed doing. Last week was 3s and 8s (and Cami pointed out we could also make 38).



After reading 'Clive eats alligators' by Alison Lester, we talked about the different things we liked. This topic was incorporated into our theme, where we all voted on our favourite marine animal. After our ballot we took turns counting the votes and sharks came up on top, with 6 votes! Our next experience will be creating our own graphs to show how many votes each animal received.

In Andy's group we have been looking at drawing 3d shapes and solving problems to find the secret message. Drawing 3d is much easier when we think about parallel lines. It becomes even easier when you have a catchy tune to help you remember (to the tune of La bamba)

*Para llel a la bamba
Para llel a la bamba
The straight-a lines-a they go on forever
Yea they go on forever and they never, never
They never come together*



We drew cubes, spheres, rectangular prisms, triangular prisms and made wacky designs by continuing to add parallel lines at different angles. We had a crack at drawing this illusion and looked at many other 3D perspective drawings for inspiration

We jumped into a bit of science this week as we explored currents. We chatted first about the makeup of water and talked of molecules. We said that hot water molecules were crazy fast and always wanted to keep moving whilst cold water were very slow.

We talked of being a scientist and looking for change when introducing two elements.

- When hot water is introduced to cold what will happen?
- Predict and chat.

Experiment - lower hot water with red dye into cold water and observe. Children could see the dye moving quickly through the cold water. We related it to the ocean currents and chatted about the Eastern Australian Current (EAC).



Who better to explain the current than the turtles in Nemo? We watched a quick clip on the turtles traveling along the EAC and then headed to the basketball court where the east coast of Australia was drawn out.



Through playing 'Alley Says', the group practised the points of the compass, running to different parts of Australia.. There was much discussion of the north and south pole as having lots of snow and icy cold water. We took turns being the cold and the hot water, forming a tunnel to let the warm water run through.



When we weren't drifting down the EAC, we were marine biologists studying turtles. We looked closely at their shells which comprised of thirteen scutes on the carapace (the upper shell).



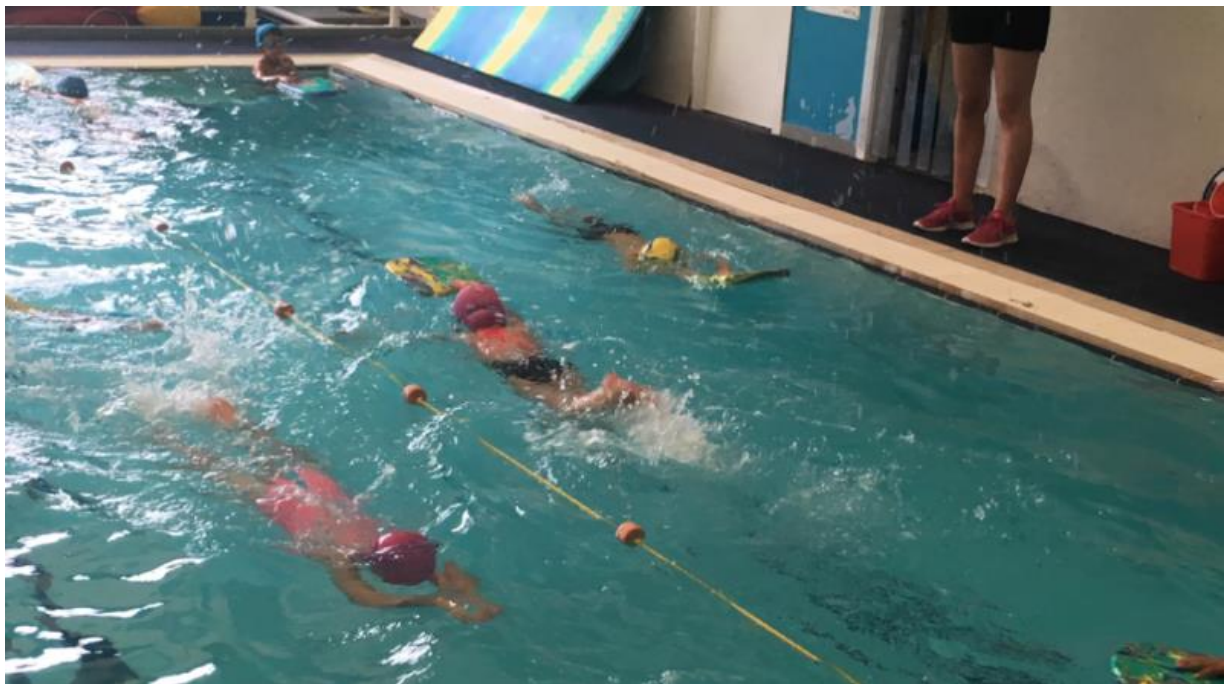
Finding out that there were three rows and the middle consisted of five scutes, it didn't take long for our scientists to figure out the other two rows had four. We applied this newfound knowledge to creating our own turtles, which are coasting along the EAC in our classroom. Come check it out next time you're in for Book Boxes or drop off!



Bits and bobs

On a side note - if your child tells you that they have read all their books in their book box and are wanting to read something different, please encourage them to tell Andy, Kate or Alley. We are more than happy and encourage both you and your child to spend a book box session collecting new and exciting books to read on Monday, Wednesday and Friday mornings.

Swimming has kicked off to a great start, with everyone jumping in the pool and having a go! Just a friendly reminder to make sure your little ones leave the centre with all their belongings. Hats, undies, goggles and swimming caps have high notoriety of being left behind.



Thank you for a fantastic start to 2018. Group 1 have made a splash in the first few weeks and we're excited to see what the rest of the term has to hold!



Group 1

Potter League

Potter league is all about having fun while learning how to play basketball. It is a non-competitive game. Individual Players are placed into teams according to which level of schooling they are in i.e. years 1/2, years 3/4 and Year 5/6.

- Designed for new player's only (developing players).
- Competition starts Tues. 27th Feb, Sat. 3rd March to 7th July 2018
- Teams of 7 to 8 players

<u>School Year</u>	<u>Day</u>	<u>Time</u>	<u>Cost</u>	<u>Venue</u>
Years 1-2 Mixed	Tuesday	4-6pm	\$165	NBISC
Years 3-4 Mixed	Tuesday	4-6pm	\$185	NBISC
Years 3-4 Girls	Saturday	1-6pm	\$205	NBISC
Years 4-5 Boys	Saturday	1-5pm	\$225	PCYC
Years 5-6 Girls	Saturday	1-6pm	\$205	NBISC
Years 6-7 Boys	Saturday	1-5pm	\$245	PCYC

Bookings: <https://www.trybooking.com/336483> close 7pm, 21st February 2018

www.manlybasketball.com.au • PH: 9913 3622 • Email: mwba@manlybasketball.com.au