



Kinma Newsletter

Term 4 Tuesday 10 th October – Friday 15 th December, 2017		
Date	Time	What's On
Week 4		
04/11/17	6.30pm-11.00pm, Hall	Kinma Auction Fundraising Night
Week 5		
07/11/17	9.30am, Hall	New Primary Parents Meeting re Transition
08/11/17	2.15pm, Hall	New Primary Parents Meeting re Transition
Week 6 onwards		
12/11/17	10am-1pm, Preschool and Primary	Kinma Care Day
14/11/17	9.15-11.15am, 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
30/11/17	9.30am, Hall	Violin Concert, ALL invited
01/12/17	All day, Preschool	Eyesight Screening
05/12/17	9.00 – 10.30am Primary	Kids Christmas Market – all welcome
07/12/17	9.30am, Start in Primary	Transitioners & Group 1 Bushwalk
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 & Farewells
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

Admin

There are a few more blessings coming from the children for the building next week.

Cement is coming on Tuesday.

Brickwork will start later in the week.

Thank you to all parents for keeping an extra eye out to make sure the children aren't going near the building site.



Carin, Julie and Claire

Education Co-ordinator

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

HEALTH AND NUTRITION 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.

AIM:

To encourage a healthy approach to life. A healthy lifestyle contributes to children's sense of wellbeing and builds self-confidence. Adults help children learn about healthy eating and keeping fit and active. As children become more independent, they can take greater responsibility for their health and wellbeing.

To provide families with positive learning experiences about the need for nutritious food and an active lifestyle.

EXPLANATION:

Food attitudes and habits are established very early in life. Poor nutrition and inactivity have been linked to diseases such as obesity, heart disease, cancer and diabetes. Several studies of young Australian children have shown that a significant percentage have high blood fats, high blood pressure, constipation and other problems which could lead on to these diseases.

Pre and Primary School have a unique opportunity to develop healthy attitudes to food and physical activity. Teachers model this both through their personal actions and direct teaching.

A key part of learning about and adopting healthy lifestyles involves children seeing these modelled positively and enthusiastically by the significant people in their lives.

IMPLEMENTATION:

In its very design Kinma Pre-school and Primary invite a physically active lifestyle. The bush environment, the teacher created space and the curriculum all encourage movement.

When with the children, staff demonstrate and role model the eating of a healthy, varied and balanced diet.

Ensure that meals are relaxed, pleasant and timed to meet the needs of the children.

Support and protect children where there are specific food requirements e.g. allergies/anaphylaxis. Remind families through the Parent Handbook, Parent Noticeboard and Newsletter of Kinma's 'NO NUT POLICY' which supports the inclusion of anaphylactic and allergy specific children and their families in the School and Preschool.

Water for drinking will be available at all times

Grow fresh food in the gardens to help children understand where food comes from, and what is required to produce food.

Provide cooking experiences for the children to extend their knowledge and familiarity with seasonal fruits and vegetables that reflect home cooking.

Families are asked to provide nutritious food and drink for morning tea and lunch, and not include lollies or other foods with a high sugar, artificial colour or preservative content.

Consideration is given to children with different dietary requirements.

Plan to incorporate foods from other cultures into the learning experiences provided.

Encourage independence and social skills at morning tea and lunch.

Encourage families to participate in Kinma's weekly Snack Attack program.

Celebrating birthdays at Kinma is part of the culture. Families are encouraged to provide food with healthy ingredients. Families can leave their own food for celebrations in the pre-school and primary kitchens if their children have allergies.

Statutory Legislation and Considerations

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2010
- National Quality Standards – Quality Area 2 – Children's Health & Safety 2.1.1 2.2.1; Quality Area 7 – Leadership and Service Management 7.3.5

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Education Co-ordinator

Preschool News

Welcome to Elia who enjoyed the cool water on a hot day after painting herself!



And welcome to Sean who enjoyed the cars and rocket on his first day.



Thank you to Lauren who is a student studying at Macquarie University. She was with us for the past two weeks. She is at the beginning of her teaching journey and we wish her well. On her Friday, at the daily staff reflection meeting, she observed that we had a very multicultural time. "We've been all around the world today" she said. We had prepared sushi, discussed Diwali, had French class with Morag and made volcanoes in the sandpit, an experiment which was inspired by Marley's trip to Lord Howe Island. W

VOLCANO



Following on from a request to make volcanoes and inspired by the book that Marley brought to share about her trip to Lord Howe Island; there was planning and documentation to make volcanoes.

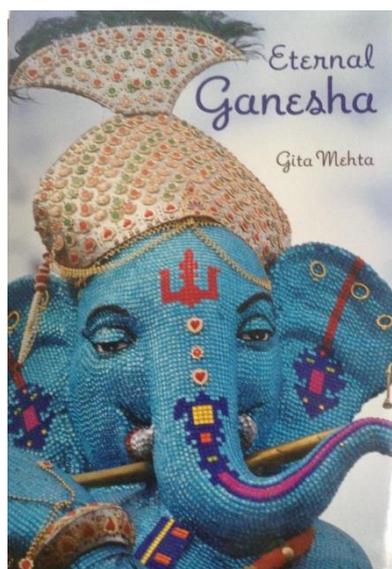
Marley, Mabel, Harry, Cedric, Tim, Zeon, Byron, Josh, Evie, Casper and Leo all made volcanoes in the sandpit. There was a scientific element to make it very exciting where bicarb soda and vinegar and red food colouring was added at the bottom of many sand volcanoes to make it erupt! There is more to the story which you can see on the board near the sign in sheet.

DIWALI FESTIVAL OF LIGHTS



Josh and Cedric sat on the couch while Astrid and Lena peered over them commenting on the colourful sari's that the women were wearing.

During group time we talked about Diwali which celebrates light from dark, good from evil, and health and wealth. Millie told the story of how Ganesha became a man with a human body and an elephant's head. To finish off the session we did a meditation.



Millie wrote in the floorbook (parents are always welcome to contribute to the floorbook) about the items that they brought in and a bit about themselves trying to celebrate this festival in this area of Sydney. This is what she wrote. "Joshua wanted to bring in a few Indian items from home to share and celebrate with his friends at school for Diwali which was celebrated last Thursday. He brought his statue of Ganesha and Sai Baba. He also brought two Indian books, one of stories and one about Ganesha. Lastly we brought some Indian incense sticks of sandal wood. As a family we can't find anything here in the way of Diwali celebrations to join and it's celebrated so brilliantly back in the UK. We do always pop in and indulge in the gorgeous Indian sweets at Indian Emporium! Happy New Year! From Amelia (Millie) Josh and Elijah's mum."



Josh asked during the day "Kay when are we having the Indian sweets? What time are they?"

Kay answered "We don't have any today Josh. Maybe next week."

Cedric said "Don't have them on Wednesday, I don't come to Preschool on Wednesday!"

Thank you Millie, Josh and Elijah for sharing this family celebration with us. The children were completely enthralled in the story about Ganesha. The children have been able to listen to ideas from other cultures and find out about the world and families around us which builds connections and respect for differences and similarities.



Making Sushi



We spent the majority of the day making sushi! Casper and Hugh helped with preparing the rice for cooking first thing in the morning by rinsing the rice and putting it in the rice cooker. Once it was cooked Darcy, Evie, Astrid and Lena helped to scoop it out and spread it out for cooling. Next was preparing the ingredients. Byron shredded the carrots. Casper and Sanda cut cucumbers in long pieces. Keo and Eli peeled the eggs. Hugh and Darcy helped to cook the teriyaki chicken. Once these ingredients were prepared it was time to roll our sushi. Nearly everyone rolled their own sushi. They put the rice on the seaweed paper in a certain way to leave a space at the top to stick it all together at the end, we called this the sticky tape. They worked with great concentration and listened carefully to the instructions of how to keep it flat, spread out and how to wet our hands so the rice did not stick to our fingers! The children ate their sushi immediately after making it. We rolled 30 sheets of nori (seaweed paper). This meant we needed a waiting list for the children who were waiting for their turn. We

hope that children can adapt what they have learned into their home environment to teach others how to make delicious and healthy sushi.



Please return as soon as possible any boomerang bags for wet clothes you have at home (made from chicken feed bags) Thanks

**Morning Tea Tuesday 14th November 9.15a.m. – Everyone welcome.
Bring something healthy to share.**

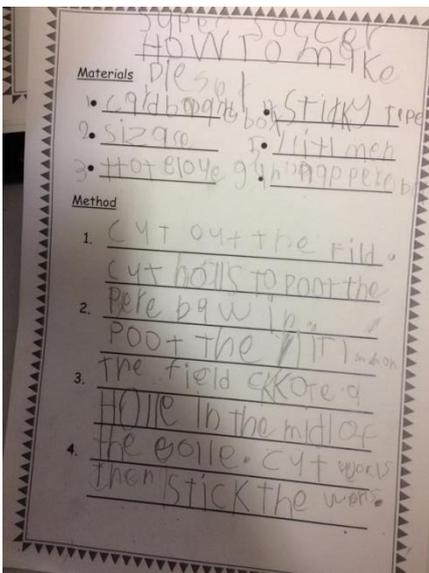
Kay, Christine, Felicity, Lizzie, Pat, Nina

Group 1

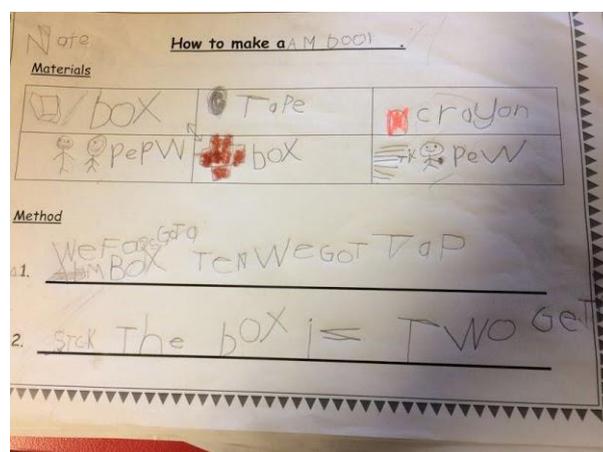
It has been a lovely start to term 4 filled with boxes, boxes and more boxes. In week one we drew inspiration from Caine's arcade <https://www.youtube.com/watch?v=falFNkdq96U> to build our own cardboard arcade games. The children went to work cutting, sticking and building different games that is still growing into week 4. The games range from aiming and throwing games to whacking and catching games.



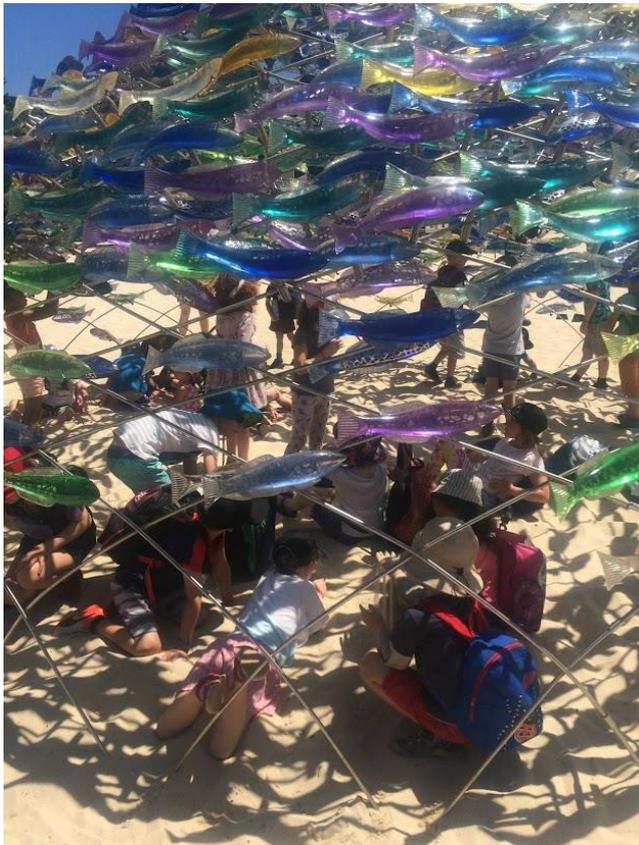
In our literacy groups we took a look into procedural writing, outlining the materials and the steps involved in building the games. The emergent writers are becoming more independent as they use their detective skills to isolate sounds and locate them on our alphabet sound mat. From there they can use the mat to help them with their letter formation taking note if the letter reaches up into the sky, down into the ground or ones that just sit on the grass.



The more established writers are becoming familiar with information texts and gaining an understanding of how language may differ according to subject matter and audience. For all, the editing process is how we can help individuals identify challenges and set future goals.



Sculptures by the sea happened on Monday with the children searching for shade between each work of art. Whilst it was scorching hot the children came away with many favourites that we hope to draw on in our own artwork. On the basketball court at the end of the day, Ella was heard to say "Daddy, we went on a real live bus"! Thank You to Sam, Michelle, Jan and Bethan for helping to make the day run smoothly.



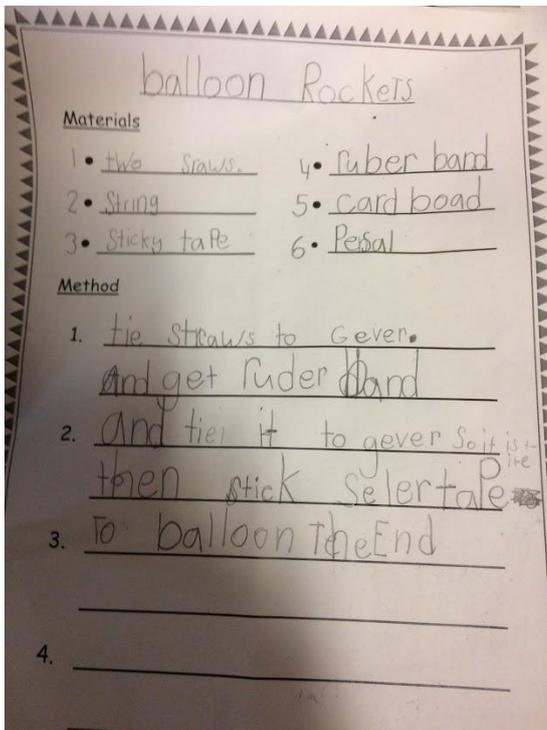
To kick off our theme of 'how things move', we started with the word energy. Huon mentioned that food gives our body energy while others mentioned petrol in cars. Zoe mentioned the sun creating "anything that has electricity" and William talked about batteries that can be recharged. We briefly chatted about how the sun can be used to recharge batteries after Josh pointed out that most batteries get thrown away. How fortuitous it was that Amanda and Keith (Zoe's Parents) dropped by to show the children their electric cars. The cars made it to the basketball court where the children went to work at finding where the engine might be.



Keith and Amanda did a great job of answering questions such as Mia Morison's "If the power lines break how will you power your car? Or Will's question about petrol engines, "how does fuel die?" Thanks again to Keith, Amanda and Zoe.

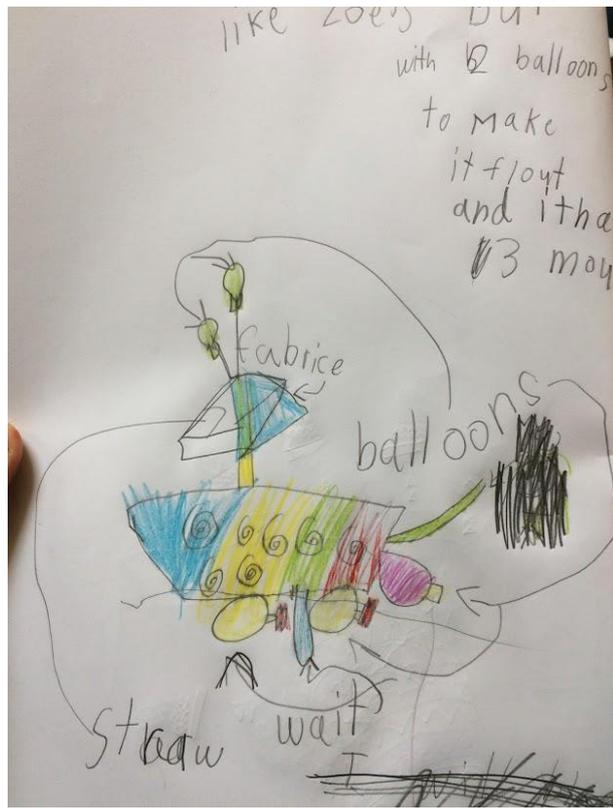
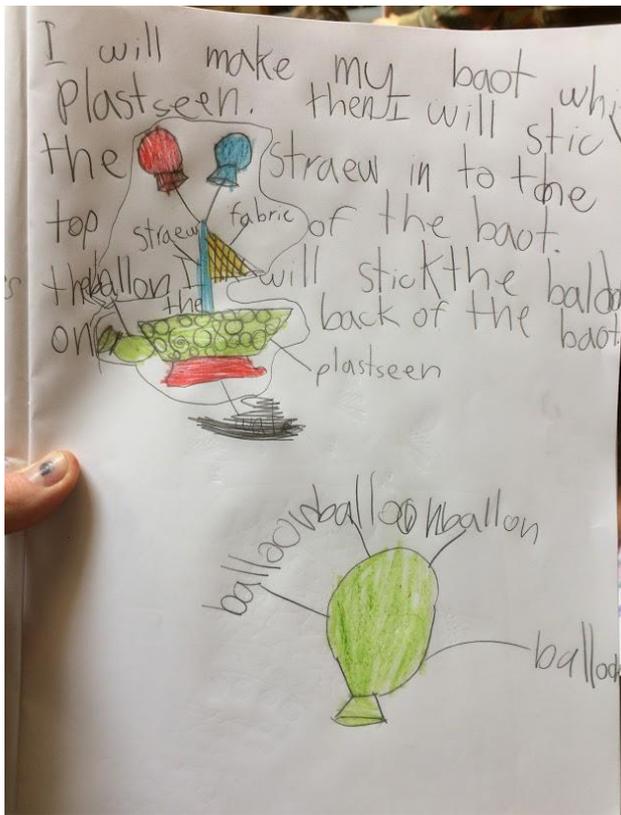
In talking about different forms of energy we put it to the children that they could build their own vehicles and engines. The challenge was set to build a rocket, a boat and a car that could move more than 30cm. First was making rockets using string, straws and balloons. We explored how the balloon is able to power itself by blowing one up and observing its movement.

Rafferty predicted that it would fly around the room while Josh explained that this was because of 'pressure'. In order to explain this I asked them to curl up into a tight ball and relax on the count of three. We talked of our bodies naturally wanting to unfold. This is like a balloon when it flies around the room getting rid of its air. Pretty soon there were rockets buzzing from left to left to left with an excited bevy of children in tow.



Next came the design process for boats with many different variations of wind power. Ettie outline the difference between force and power as the air rushing out of the balloon providing the power whilst the force is the balloon moving away. This was a very interesting discussion as we looked at Mia Mo's design that had a balloon (attached to the boat) that was going to blow air on the sail. What would happen?





After we discussed some more details of advanced physics, we shaped some plasticine and tried to make it float before building and attaching our balloon engine.



Blowing up the balloons proved to be quite the effort

What else is powered by air? Huon mentioned a hoverboard to which we replied that we had one, showing the class a cd with a bottle top glued on. Will explained that our balloon was the energy, blowing through the cd and making it hover. Thus begun the experiment of what might happen on a flat surface, what would happen if we held it down tight. What would happen if we dropped it upside down from a height?

Josh predicted it would flip as the cd was heavier.

Lastly we quickly looked at Ettie's drone helicopter and asked the class how does it work? Jasper said the air makes it lift.

Pairing up with our new buddy readers we took inspiration from artist Andy Goldsworthy to make creations from natural materials.





The serious faces of our swimmers learning about safe swimming at the beach

Kate, Andy and Group 1

Sculptures by the Sea



