Sinai News

Term One 2022 5782

What has been happening at Sinai College?

VALUE: Courage Happiness

25.02.2022 03.2022

VALUE: Happiness

11.03.2022 18.03.2022

VALUE: Gratitude

01.04.2022

Davening Awards

Congratulations to all the students who received certificates this term.

Visit from the Community Police Liaison Officer

Officer Ricky came to school on Friday 18 March to talk about safety in transport. He spoke specifically safety on our school buses and in a motor vehicle.

Congratulations to Angela Guo for being awarded as 'The student of the month'

Angela's award was for embracing every challenge with enthusiasm and consistently demonstrating and upholding Sinai College values.

Cricket

We continued our cricket sessions with Coach Josh from the Brisbane Heat academy. He shared his knowledge and cricket skills with students who then had the opportunity to put their own cricket skills into action. Much fun was had by all.

Swimming

Swimming coaches from Royal Life Saving Australia spent several weeks teaching our students swimming as well as life-saving skills.

Hebrew and Jewish Studies

Purim

The jolly Jewish holiday of Purim is celebrated every year on the 14th of the Hebrew month of Adar. It commemorates the (Divinely orchestrated) salvation of the Jewish people in the ancient Persian empire from Haman's plot "to destroy, kill and annihilate all the Jews, young and old, infants and women, in a single day." Literally "lots" in ancient Persian, Purim was thus named since Haman had thrown lots to determine when he would carry out his diabolical scheme, as recorded in the Megillah (book of Esther).

Students packed the Mishloacht Manot with great enthusiasm.

All the students made Osnei Hamman and played fun games.

Visit from JNF

Yigal Nisell from JNF came to Sinai College on Wednesday and shared some amazing facts about Israel with us.

Pesach

Sinai students had the opportunity to prepare charoset and matza before the model Seder.

Model Seder

Music *Ms. Fung*

Prep – Year 2 students used singing and instruments to explore the relationships between pitch and rhythm. Students used listening skills to describe elements of music such as pitch, rhythm, tempo and dynamics. They performed a simple tune on the glockenspiel.

Year 3 students learnt about Australian music including folk songs and the music of Aboriginal and Torres Strait Islander People. They discussed how songs can be used for storytelling and a platform for social change. Students sang the Torres Strait Islander song *Taba Naba*.

The senior students have been learning about ostinatos which is a widely used compositional technique. Students have explored form and structure of songs. They used their creativity in writing and performing rhythmic and melodic ostinatos. Students performed folk songs combined with body percussion to enhance their musical abilities and coordination.

International Primary Curriculum

Prep and Year One. Mrs. Canning

What's it made of?

In What's It Made Of? We learnt about a variety of materials ranging from wood, plastic and fabric to glass, gold and steel. As scientists, we carried out a series of investigations to learn more about the properties of these materials and how they can help us!

We started our unit by working with a buddy and putting our hands into a 'feely bag', we chose one of a variety of everyday objects which were made from different materials. We used our sense of touch to feel the surface of the object and asked questions like: Does it feel cold to touch? Rough or smooth? Does it have sharp or rounded edges? Is it heavy or light?

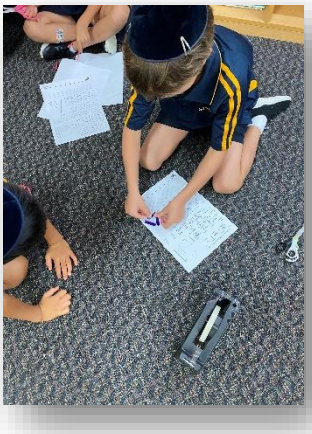
In Science, we discussed and did a variety of activities on what different objects are made of and how we use different materials. We grouped materials according to their properties and had great fun with investigations of what happens to materials when they are bent, stretched, squashed, cooled, twisted or heated. We changed bread into toast, we made a paperclip into a square and we made a piece of paper into a sphere amongst other fun activities.

In Design and Technology we learnt where materials come from and how different materials are converted into products. After watching some very interesting videos, the Year One's wrote a book on cotton and the Year Two's did their own research and produced a Power Point on cotton. We also integrated our literacy skills into IPC and did some amazing learning on wool.

In Art, we learnt about the colours that the Aboriginal people used in their art work and what a boomerang is made out of. We decorated a paper boomerang with our favourite colours and then painted a wooden boomeranging in the correct Aboriginal colours using cotton tips and paint.

We also integrated Jewish Studies into our IPC and decorated masks for Purim using a variety of materials.

Students thoroughly enjoyed this unit and did some amazing learning.



Year Two and Three. Ms. Canning

Active Planet

In Term 1 in Year 3 we have learnt about the changing nature of planet Earth, and how these changes cause earthquakes and volcanoes. We have learnt how we, as humans, can try to protect each other from natural disasters, but also how we can be inspired by and learn to live with the ever-present dangers. We were geographers, designers & innovators. How does the changing Earth shape where you live?

We used our Active Planet Unit and some stand-alone lessons to meet goals in Humanities and Social Sciences; Science; Technology and Art. In Humanities and Social Sciences (History and Geography), we learnt about volcanoes in some of Australia's neighbouring countries. We used atlases to locate many of Australia's Neighbours as well as to identify the different states and territories of Australia and the location of selected

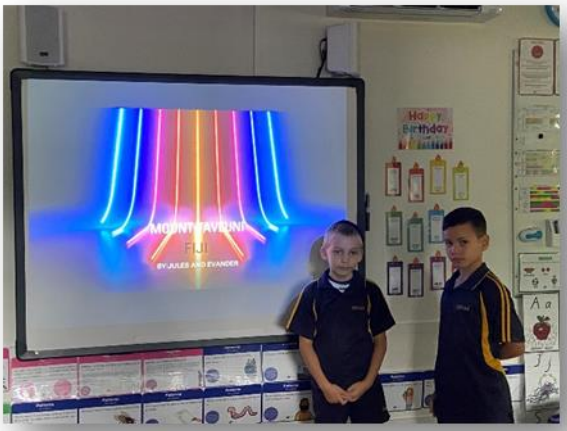
Aboriginal and Torres Strait Islander places. We learnt about the connections that people have with one another as well as with places in Australia by exploring communication through message sticks and Dreamtime stories. We investigated some of Australia's major features and were able to identify and describe many of them. We learnt about the destruction of Pompeii and the eruption of Mount Vesuvius and used this as a platform to analyse information regarding the positives and negatives of living near a volcano and then present a personal point of view on the topic.

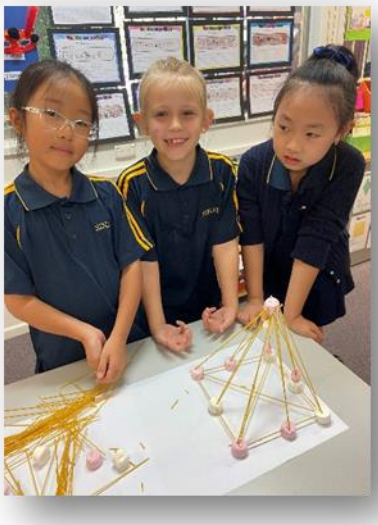
In Design and Technologies, we learnt about clothing and equipment designed specifically to meet the needs of volcanologists. We then designed our own contributions to the profession to ensure that volcanologists' jobs are safer, easier or allow for them to make further advances in their field. We learnt about how the shape and structure of a building can help preserve it in an earthquake and then used this knowledge to design our own earthquake-proof buildings. We then evaluated and improved on our designs and collaborated with each other to create an earthquake-proof structure.

In Science, we used Volcanoes and Earthquakes to help us learn more about the earth's movement and the behaviour of heat. We conducted a number of investigations including exploring the tectonic plate boundaries using crackers and cream, creating our own volcanoes using vinegar and bicarbonate of soda; and exploring the speed of different liquids using some household liquids.

Lastly, in Visual Arts, we integrated our Jewish Studies topic and created masks for Purim using the warm colours of a volcano.

This was a unit full of wonderful learning and fun experiments.





Years Four to Six. Mr. Hunter

MATERIALS

The students began the IPC unit by enjoying several science experiments which raised questions (and provided some answers) about the properties of air and water. They examined ice 'hands'. They placed water in plastic bottles overnight to learn that water expands when it freezes. They watched air exert pressure when it crushed a sealed tin and several sealed aluminium cans in which they had boiled water (with Mr Bruce's camp oven. Thanks Mr Bruce!!). One week, they used two balloons, cotton thread, and a piece of dowel to discover that air has mass. Another week, they had fun watching air fill a vacuum, pushing and pulling a peeled hard-boiled egg into a glass bottle. It was a bit messy!! Each week in their IPC books, they wrote up the experiment

under the headings - resources, procedure, observations, and inferences. They also drew a labelled diagram for each experiment.

During the second half of the unit, students wrote paragraphs about a colonial or aboriginal artefact. We borrowed some artefacts from the Queensland Museum to prompt an initial discussion and inquiry questions. Once the students had decided on the material (artefact) they would study, they posed several questions about it, such as Who ... ? What ... ? Where ... ? How ...? and Why ...?. After independently looking for answers, they received some literature and/or photos and made brief notes in response to their questions. They then converted their notes into several sentences to make one or more paragraphs. They then conferenced with Mr Hunter to learn how to edit (to shape their writing so it is clearer and more fluent). They published their paragraphs on a poster or on Power point. Some students even made a small model of their chosen artefact out of wood taken from the branches of a tree that had fallen down on the Sinai oval during a storm.

We are looking forward to next term's IPC unit

Visit from the Capalaba fire department

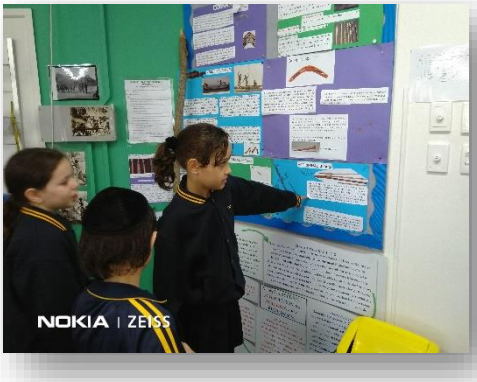
Prep to Year Two students had an exciting visit from members of the Capalaba fire-station. They had a wonderful time and learnt how to be fire safe.

Exit Point 14 April 2022

Thank you to all who came to Exit Point and shared in the student's learning.

Nitzah

NOKIA | ZEISS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GOOD WORK

Happy Holidays

Term Two starts on:

Tuesday 26 April

Monday 2 May: Labour Day- School closed

Monday 6 June: Shavuot- school closed