

# Room 5 News

Term 1, Week 1

Hampstead Primary School

## Term Overview

The first two weeks of this term will be spent working on personal and social skills and learning about our brain and how we best learn.

All students have the right to learn in a safe, supportive environment and to be treated with respect. Research tells us that if a child is anxious or stressed, it is almost impossible for their brain to learn. Therefore, the main purpose of the personal and social skills activities is to help students develop resilience, persistence, team cooperation, trust, communication, and problem solving skills. We want Room 5 to be a safe and collaborative team that supports and encourages each other. You can help maintain this by communicating with me any issues your child may be having.

It is important for students to learn about the brain, because once they

have an understanding about what's happening in the brain, they have the power to make choices and control their own cognitive and emotional health and their own learning. Please ask them about what they have been learning and why they have been learning it. This learning will continue throughout the year as part of their **Health and Physical Education** program and the **Child Protection Curriculum**.

Room 5 students will be planning and running Sports Day again this year, so term one will be a mix of *Number* and *Measurement* in **Mathematics**. They will get straight into *Measurement* when they are asked to redesign the classroom during the first 2 weeks of this term, looking at converting units of measurement and scale.

In **Digital Technologies**, students will look at *coding* and how to build their own computer games— learning



**A team challenge: stack 10 cups into the shape of a tower using only string and a rubber band—no hands.**

how to speak 'computer' language and become programmers.

In **Science**, students will focus on Earth & Space, where they will have the opportunity to investigate the relative positions of the sun, Earth and moon and explain predictable natural phenomena.

## English and Humanities and Social Sciences (HASS)

Students will be looking at the text *The Barrumbi Kids* as part of an integrated unit covering both English and HASS. The story focuses on Dale and Tomias who are best mates. Tomias's ancestors have lived at Long Hole since the Dreaming. Dale's grandfather was the first white man to settle there. This is their country. An excit-

ing, funny novel about children moving between Aboriginal and white cultures. The novel also addresses aboriginal burning, which will link in with our HASS topic of bushfires. Students will analyse this text, and from it, create their own fiction writing, as well as persuasive texts. They will specifically look at Figures

of Speech in order to make their narratives more engaging, as well as using our learning in HASS to create persuasive texts. Students will create their own inquiry questions on the topics of Climate Change, backburning or bushfires and share their learning with the class.

### What can I do to help my child do well at school?

- \* Let your child know that you think it's important they do well at school
- \* Ensure your child knows that you believe in their potential and abilities
- \* Ask your child everyday what they learnt at school, or what they found interesting or fun at school
- \* Talk to your child often about the dreams and plans they have for their future
- \* Demonstrate a positive attitude and good work habits to your child
- \* Praise your child for their effort and persistence when they are reading or doing homework
- \* Read books or newspapers for enjoyment or borrow audiobooks from the library
- \* Talk with them about their learning goals



**A team challenge where 6 students move off of a 'sinking ship' to an 'island' with only 3 chairs without walking on the grass.**

## Mobile Phones

Please be aware that students need to hand their mobile phones to me in the morning where they will be locked away until the end of the day.

The classroom will be open from 8.30am each morning. Students may come in at this time and this is an opportunity for you to come and chat to me before school begins. School finishes at 3.05pm, but my door normally stays open until around 3.20pm. This is also another opportunity to see me. If you would like to speak to me over the phone, or arrange a time to meet with me, please contact the school.

Students have set learning goals for this term. Please ask them what theirs is.

## Homework

Students have access to Study Ladder and Prodigy at home. These are programs set at your child's level of learning. I would also encourage your child to read at home. Students will receive homework each Monday, which will be due Friday. For those students and families that would like more homework, I have a wide range of worksheets covering their current and past learning which can be collected from me at anytime.

You will have received information regarding an app called *SeeSaw*. This is an app where students and myself can share their learning with you. It is also a great way for us to be able to communicate with each other.

## Growth Mindset

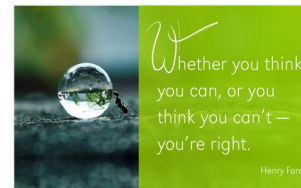
The beliefs children have about intelligence, effort, and struggle impact the choices they make about learning. People tend to hold one of two different beliefs about intelligence:

- Children with a growth mindset believe that intelligence can be developed. These students see school as a place to develop their abilities and think of challenges as opportunities to grow.
- Children with a fixed mindset believe that intelligence is fixed at birth and doesn't change or changes very little with practice. These students see school as a place where their abilities are evaluated, they focus on looking smart over learning, and they interpret mistakes as a sign

that they lack talent.

Room 5 have been learning about neuroplasticity and the fact that the brain is constantly developing and changing. People are not born smart, but in fact, research tells us, that our talents and abilities develop through effort and persistence. Anybody can learn anything and become good at it through effort and persistence—the brain makes 'new roads/pathways' for each thing it learns. The more that 'pathway' gets used, the stronger it gets. Think back to when you learnt to ride a bike. It was really hard in the start, but with effort and persistence, it became easy. This means the only thing holding us back from learning is our attitude, or mindset.

You can help them develop a



growth mindset by:

- Recognising your own mindset: Be mindful of your own thinking and of the messages you send with your words and actions.
- Praise the process: Praising kids for being smart suggests that innate talent is the reason for success, while focusing on the process helps them see how their effort leads to success.
- Model learning from failure: When parents talk positively about making mistakes, kids start to think of mistakes as a natural part of the learning process.