

# 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, setting class expectations and learning about our brain and how we best learn in order to control our own cognitive and emotional health. 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. This learning will con-

tinue throughout the year as part of their **Health and Physical Education** program and the **Child Protection Curriculum**.

Students will be looking at the text *When My Name Was Keoko* as part of an integrated unit covering **English** (Reading Comprehension and Writing), **HASS** and **Digital Technologies**. The story is set in Korea during World War II, when Japan conquered Korea and was trying to destroy Korean culture. The story is told from the perspectives of two Korean siblings. Students will be analysing this text, and from it, creating their own historical fiction writing, as well as persuasive texts. They will look at the effect the occupation had on the Korean people, rights and responsibilities in a democracy and investigate similarities and differences with Australia's own history. Students will also create an iMovie trailer to demonstrate their under-



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

standing of the text.

*Number and Algebra* will be the focus for students in **Mathematics** this term, concentrating on the proficiencies of understanding, fluency, problem solving and reasoning. *Money and financial mathematics* will be one of the 'real world' problems we look at as we prepare for camp and further fundraising.

## Special Subjects—Science & The Arts

In Science with Mr M, Earth & Space is the topic for this term and the students will learn about how predictable natural phenomena occurs on earth, along with understanding Earth's resources and recognize the importance of sustainable practices. Ms Robertson is excited to be your child's Media Arts Educator this year. Your child will have access to their own device (iPad) and will be given opportunities to ex-

plore various educational iPad apps. Children will be supported to use various drawing apps and encouraged to use a stylus to add detail to their drawings. They will also be introduced to various editing technology. Our goal for this term is for your child to design a virtual game that promotes a positive message. With consultation, the children will be encouraged to select an app that allows them

to become designers. Using their chosen app, they create main characters for the game and depict the main concepts and positive messages that the game will portray. A major focus will be to consider their target audience. The children can choose to work individually or in small groups. Your will pitch their ideas for their game in the form of a "Shark Tank" process.

## 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.**

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 with me, outside of the classroom (COVID restrictions), 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 contact

me at another time, please message me via SeeSaw.



### 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.

### Homework

In preparation for high school, students will be given a fortnightly assignment. This will be based on the learning they are completing in class and will contribute to their overall grade. They are welcome to hand it up at any time during that fortnight for feedback. Students also have access to *Prodigy* (online mathematics program) and there is an expectation for them to complete further reading at home.

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

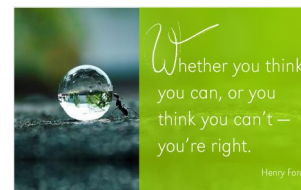
The beliefs children have about intelligence, effort, and struggle impact the choices they make about learning. People tend to hold one of two different beliefs about intelligence:

- 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.