

2024/25 PRIMARY YEARS PLANNER

Personal Details:

Student Name:

Address:

..... Postcode:

Email:

Teacher: Year Level:

In case of accident, please inform:

Mother's Name: Telephone:

Father's Name: Telephone:

Guardian's Name: Telephone:

Parent/Guardian Signature:

Emergency Contact: Telephone:

Email:

Known Allergies:

.....

.....

Important Dates:

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2024/25 Primary Years Index

Personal Details.....	1
Index.....	2
Using The Planner.....	3
End of Year Reflections.....	116-118
Holiday Notes.....	120

Self-Management Skills

States of Mind Management

Anger Control.....	58
Bullying: No Way!.....	130
Distractions.....	84
Exercise and Leisure.....	60
Feeling Good About Myself.....	54
Feeling Tense.....	56
Square Breathing.....	66
Teachers.....	40

Time and Task Management

Home Learning and Study.....	16
Home Learning Area.....	24
Home Learning Timetable.....	20
In Class.....	30
Musts and Options.....	10
Prioritizing.....	18
Putting Things Off.....	78
Time Management.....	22
Timelines and Planning.....	32

Goal Settings

Goal Action Plan.....	6-7
Goals and Targets.....	4
My Goals: Making Them Happen This Year.....	4
My Performance Last Term.....	8-9
Strategies To Achieve Your Goals.....	4
What Are My Goals?.....	5-6

Reflection On My Learning Process

Holidays.....	114
Student Agency.....	7
The Best Way To Learn.....	64
Life Essentials.....	100
Qualities: Personal.....	98
Remote Learning Checklist.....	122
Self-assessing My Own Learning Habits.....	122
The 4R's – Reduce, Reuse, Recycle, Refuse.....	86

Thinking Skills

Information Transfer

Memory Training.....	62
Remembering A Smarter Way.....	28

Critical Thinking

Problem Solving.....	72
Spark Your Creativity.....	102
Habits of Mind.....	11-13

Research Skills

Information Literacy

Academic Honesty.....	135
Compiling a Bibliography.....	136
Library.....	44

Number Skills.....	74
Research Process.....	48
Researching.....	46

Social Skills

Interpersonal Relationships

5 E's of Learning.....	14
Being A Good Sport.....	104
Friends.....	38
Harassment.....	52
Keeping Your M.A.R.B.L.E.S.....	96
Learning In Groups.....	42
Younger Students/Peer Support.....	76

Emotional Intelligence

Create your Avatar to Show your Self-Identity.....	112
Falling Behind.....	80
My Team – Trust.....	34
Restoring Relationships.....	131
Self-Esteem and Self-Confidence.....	36

Communication Skills

Exchanging information

Body Language.....	132
Body Language Quiz.....	132
Communication and Conversations.....	110
Multicultural Societies.....	88
Speaking Presentations.....	70

Reading and Writing

Idea Maps.....	15
Paragraph Building: T.E.E.L.....	68
Parts of Speech.....	137-139
Reading.....	92
Revision and Remembering.....	82
Spelling.....	90
Taking Notes.....	26
Writing A Report.....	50
Writing: Genres.....	133-134

Personal Health and Safety

Breakfast.....	94
Cyber Safety.....	128
Digital Groups.....	129
Health and Safety At School.....	124
Health and Safety To and From School.....	125
Home Safety.....	108
Road Safety.....	106
Sun Sensible = Sun Smart.....	126
The Right Balance.....	125
Tips For Healthy Living.....	127
Water Safety.....	123

Useful Information

Facts and Measurements.....	142
Forward Planner.....	152-155
Home Learning Timetable.....	148-149
Mathematical Rules and Symbols.....	140-141
Multiplication Tables.....	145-147
Roman Numerals.....	143
Timetables.....	150-151
Calendars.....	156
Understanding Fractions, Decimals & Percentages.....	144

Using the Primary Years Planner every week

Weekly ATL Focuses

- Read the skill/strategy often over the week to absorb it and reflect on it.

Books read this week

- Every day fill in how many pages you read, how much time and the name of the book and what you thought of it.
- When prompted, associate one of your books read with a relevant transdisciplinary theme or one of its possible explorations.

Daily Things To Do

- Plan the tasks you must get done that day.

Self-Management Skills
Home Learning and Study
 As you progress through school, it is important for you to complete some learning sessions at home.
 This is made up of two parts:
 • Home Learning - allows you to finish your classwork and gives you the opportunity to do your own learning on things that interest you.
 • Study / Revision - storing what you have learnt in your long-term memory by revisiting it using Thinking Tools, making summaries and colourful line Maps.
 • A Home Learning and Study Session is 30 minutes.
 • 20 minutes full on, no break
 • 10 minute break.
 Make the most of technology, put reminders in your phone of when to begin and end these sessions.
 You need to do at least one session each night.
 Fill out the home learning timetable on page 14B.
 Set an alarm for yourself.

Books read this week

Title	Pages
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Things to do Week: July 2024

22 Monday
 23 Tuesday
 24 Wednesday
 25 Thursday
 26 Friday

Mindful Mazes

Wellbeing Tip
 Never let your pride prevent you from asking for help.

What Went Well This Week and Why?

Weekly Activity

- Mazes and puzzles
- Associate the picture shown with a relevant transdisciplinary theme or one of its possible explorations.

Wellbeing Tip

- Doing little actions to add to your and others' wellbeing.

Mindful Colouring

- To build your Positive Engagement element of wellbeing.

What Went Well This Week and Why?

- Think about positive things that happened and consider why they happened.

Study Essentials

Index and Breakup of Focuses

- when you require a certain skill, look it up in the index.

Term Goal Setting

- at the end of each term reflect on your progress to achieving the goals you set for yourself
- fill in any changes and refocus your energies.

Study Timetables

- design your own weekly learning timetable (refer to index)
- often check that your timetable suits your upcoming week

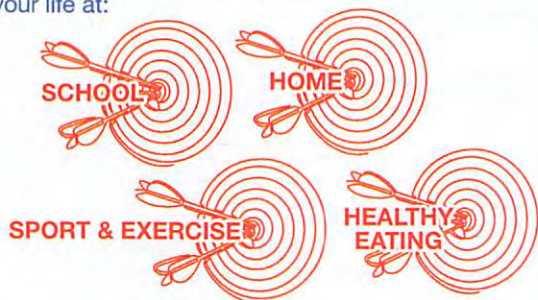
Term Reflection/Intentions

- every term reflect on your progress in each of your subjects and include your parents' and teachers' observations
- reflect on your progress in the reflection area to improve your PBs, Personal Bests
- set your Learning Intentions and ISMART Target for next term.

Goals and Targets

The future often feels a long time away, but really you are creating your future right now.

There will be things that you want to achieve in your life at:



These aims that you have are called your goals. To help you achieve them you need to set targets along the way. They give you a reason to do the hard things that will help you to succeed.

Without goals to strive for, you just drift along.

How will you get started?

- » always aim for an easily achievable target to get yourself moving.
- » look at “Personal Learning Goals” for ideas.
- » the main thing is to get started now.

Strategies to achieve your goals

Some people find it useful to:

- » write them down.
- » record them on mobile phones.
- » put them on a poster in their bedroom.

Set your goals at the beginning of each term:

- » things change and it keeps you on the ball.
- » there are goal-setting sections for each term.

Your life is busy, so having targets to aim for ensures that you stay focused and achieve what you want to achieve:

- » use the “Goal Action” Plan to help you.

Your goals and targets will cover differing periods of time.

Short Term

What do you want to achieve at home tonight? This week?

Mid Term

What do I want to achieve this month or this Term?

Medium Term

What do I want to achieve this year?

Long Term

What do I want to be doing in 3 years time?

My Goals: making them happen this year

What you want for this year won't just happen without you really trying your best in everything you do.

ATTITUDE

Am I a “can do” and “want to” person?

- Not At All Sometimes Usually Always

AWARENESS

Am I aware of my efforts and health?

- Not At All Sometimes Usually Always

ATTENDANCE

Am I always present in mind and body at school?

- Not At All Sometimes Usually Always

ABILITY

Am I making the most of my special talents?

- Not At All Sometimes Usually Always



Self-Management Skills

What are my goals?

It's time to write the things that you want to get out of life in Term 1 and in the longer term for the year.

	For Term 1	For this year
Personal Life		
At School		
Exercise, Sport, Healthy Eating		

TERM 2 BREAK

- » Have your goals changed during the term? Why?
- » Have you discussed your progress with your team?

	For Term 2	For this year
Personal Life		
At School		
Exercise, Sport, Healthy Eating		

TERM 3 BREAK

- » Are your efforts building?
- » Are you focused on your goals?
- » How can you improve?
- » Any specific areas?

	For Term 3	For this year
Personal Life		
At School		
Exercise, Sport, Healthy Eating		

What are my goals?

TERM 4 BREAK

- » Is your Home Learning Timetable working?
- » Is your team supporting you?
- » Are you organized?
- » Are you seeking their advice?

	For Term 4	For this year
Personal Life		
At School		
Exercise, Sport, Healthy Eating		

Goal action plan

Failing to plan is planning to fail:

- » things just don't happen you have to make them happen.

The following is a step by step Action Plan that will help you set a clear path to follow to ensure that you achieve your goals.

Goal	What is it that I want to achieve?
Indicator	What is a short-term goal that I can set to get me moving?
Purpose	Why do I want this to happen?
Benefit	What rewards will achieving this goal bring me?
Disadvantage	How will I be affected if I do not achieve this goal?
Decision	<p>Is my goal</p> <div style="text-align: center;"> <p>ISMART</p> <p>Inspirational Specific Measurable Achievable Realistic Timebound</p> </div> <p>Do I need to review it?</p>

Self-Management Skills

Goal action plan

NEEDS

From me What skills do I need?

How can I learn these skills?

From others What help do I need from others?

How and when will I approach them?

Information What information do I need?

How and where will I find it?

Student agency

Remember to put yourself in the driving seat of your own learning. This is how your actions will become meaningful. Find opportunities to be as active as possible in your learning:

- » by making more decisions on your own rather than waiting to be told what to do
- » by giving you ways to be more focused in class to increase your motivation and by applying them systematically
- » by asking yourself questions, by associating ideas that will allow you to check if you have understood what you are learning
- » by discussing your goals and learning methods with your classmates and teachers
- » by creating study sheets that will allow you to organize the information in your long-term memory
- » by sharing your techniques, strategies and learning processes to the rest of the class (what works best for you)
- » by showing others how you have learned how to learn.



My performance last term

» A valuable thing to do is to think about the best ways to make sure that you enjoy school and perform well in all areas of your life.

» When you can combine effort and ability, you will do well and learn well.

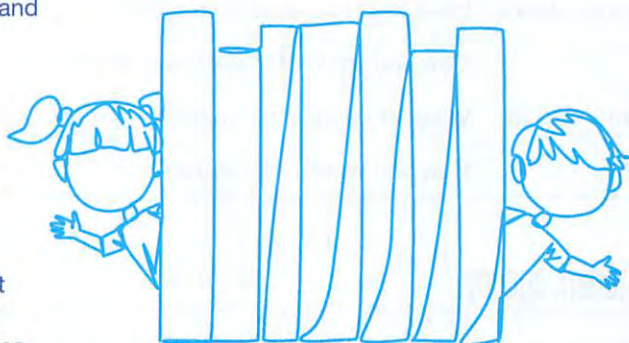
EFFORT + PERSONAL BESTS = ENJOYMENT + SUCCESS

» In the areas below, make comments on how you think you have performed in the past and ways that you can improve this year.

» Rate yourself using **A** always, **B** usually, **C** sometimes, **D** not at all – each of them currently.

» Set a target rating that you think you can achieve this year.

» Summarize “At School”, “At Home”, and “Personally and Socially” to work out what you need to improve on, what you do well and how you will make any needed changes.



AT SCHOOL	T1	T2	T3	T4	TARGET
Pay attention in class?					
Completed all school work?					
Quality of school work; my best?					
Asked questions to better understand in class?					
Saw teachers out of class time for more help?					
Respected the learning of others in my class?					
In control of my behaviour and attitude?					
Involved myself in activities such as sporting and after-school clubs?					
Helped classmates with their learning?					
Enjoyed going to school?					
Proud of my school?					
Learning how to learn and learning how to think?					
Summary:					

Self-Management Skills

My performance last term

AT HOME	T1	T2	T3	T4	TARGET
Somewhere quiet to do my work?					
Discussed school learning with parents?					
Under pressure to complete all home learning?					
Completed all set home learning?					
Have a Home Learning Timetable?					
Revise learning for tests properly?					
Reward myself for doing well?					
Summary:					

PERSONALLY AND SOCIALLY	T1	T2	T3	T4	TARGET
Did I enjoy school last year?					
Was too much time spent watching TV, playing video games or online?					
Carried out regular exercise?					
Eat a well-balanced diet?					
Spent quality time with friends?					
Enough time to do what I wanted to and had to do?					
Was I happy and in control of my life?					
Summary:					



Musts and Options

Make a list of your **MUSTS** and for each day of the week.

- MUSTS**
- things you have no choice in,
 - you have to do them for example helping around the house.
- OPTIONS**
- things you have a choice in,
 - it is up to you, for example watching a TV show.

Try to write down your time wasters, "nothing time". When you have finished your list, you are in a good position to:

- fill in your home learning timetable,
- see the sample timetable.

Make a big effort to do this properly – it will help you.

MUSTS

OPTIONS

MONDAY	
1	
2	
3	
TUESDAY	
1	
2	
3	
WEDNESDAY	
1	
2	
3	
THURSDAY	
1	
2	
3	
FRIDAY	
1	
2	
3	
SATURDAY	
1	
2	
3	
SUNDAY	
1	
2	
3	

Habits of Mind

HABITS are things that you do often and easily. You learn them through doing them over and over again. HABITS OF MIND are 16 ways about how you think when you have to solve problems and are unsure. Your ability to bring the best out in your thinking will benefit from developing these habits.

It's time to think about your thinking!

Rate yourself using



for each of them now with ● and set a target to achieve by the end of the year with ○.

PERSISTING

Learner Profile Attribute: Risk Takers



Sticking to a task until it is completed. If your first approach doesn't work, be able to try other ways to solve the problem. Being able to see when something doesn't work and why it doesn't work.



GOAL: I will concentrate and finish my learning on time.

MANAGING IMPULSIVITY

Learner Profile Attribute: Thinkers



Thinking before you answer a question with the first thing that comes into your mind; take your time. Considering and understanding ideas before you make a judgement. Planning ways to solve a problem before you start.



GOAL: I will think before acting and speaking.

LISTENING WITH UNDERSTANDING AND EMPATHY



Learner Profile Attribute: Caring

Understanding what another person is meaning through listening to what they are saying and reading what messages their body language is sending to you. Being able to say what another person is saying in your own words.



GOAL: I will listen with my eyes, ears and heart.

THINKING FLEXIBLY

Learner Profile Attribute: Open-minded



Being able to change your mind when you receive new information. Sometimes the information may cause you to contradict your opinions and consider other view points. Being able to shift in your thinking from your way when perhaps another way is better.



GOAL: I will look at things from different angles.

THINKING ABOUT THINKING (Metacognition)

Learner Profile Attribute: Reflective



Being able to know what you know and what you don't know. Being able to plan, reflect on and assess your own thinking skills and strategies. Taking time to think why you are doing what you are doing.



GOAL: I will plan and stick to my home learning timetable.

Habits of Mind

STRIVING FOR ACCURACY



Learner Profile Attribute: Reflective

Being able to take time to check the accuracy of what you do. Taking pride in lifting the quality of your learning to the highest level you are capable of. Not being prepared to settle for second best to get learning out of the way.



GOAL: I will aim for personal bests, PB's.

COMMUNICATING WITH CLARITY AND PRECISION



Learner Profile Attribute: Communicators

Being able to communicate your thoughts in accurate and clear language, both written and verbal. Being able to explain, compare and give evidence using correct names and labels. Avoiding vague and generalising language such as "you know", "it's weird", "everyone says", "stuff like".



GOAL: I will use correct words to explain things clearly.

QUESTIONING AND POSING PROBLEMS



Learner Profile Attribute: Thinkers

Being able to ask the right questions to fill in the gaps of what you don't know. Asking questions that begin with "what if", "why do", "how"? Being able to recognise the reasons behind why and how questions are asked.



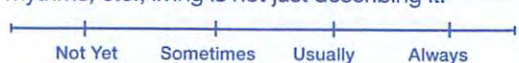
GOAL: I will formulate relevant questions and ask them to better understand things.

GATHERING DATA THROUGH ALL SENSES



Learner Profile Attribute: Inquirers

Being able to gain a feeling for a situation through taking in messages from all of your senses. Being able to form mental images through what your senses experience. Being able to feel and communicate by considering aspects such as colours, sounds, patterns, tastes, textures, rhythms, etc.; living is not just describing it.



GOAL: I will use all of my senses to feel and understand things.

APPLYING PAST KNOWLEDGE TO NEW SITUATIONS



Learner Profile Attribute: Knowledgeable

Being able to apply experience and knowledge learned for new problems. Being able to adapt what you have learned from a previous experience to a new situation and make connections. Being willing to apply yourself to use experience in your thinking.



GOAL: I will extend what I learn to new situations.

CREATING, IMAGINING, INNOVATING



Learner Profile Attribute: Risk Takers

Being able and prepared to look at problems and situations from many different angles. Being willing to take risks with your thinking and avoiding statements such as "I can't", "I'm not", "I wish"; try a different way. Being open to advice and seeking feedback to improve your approach and thinking.



GOAL: I will try new things and thinking in my learning.

RESPONDING WITH WONDERMENT AND AWE



Learner Profile Attribute: Inquirers

Having a “can do”, “want to”, and “I enjoy”, attitude to the challenge of solving problems. Enjoying figuring out things for yourself and avoiding statements such as “I was never good at”, “it’s boring”, “ask someone else”, “when will I use this”, “who cares”. Being curious, enthusiastic and passionate about learning, thinking and solving problems.



GOAL: I will enjoy and have fun with my learning.

THINKING INTERDEPENDENTLY



Learner Profile Attribute: Open-minded

Accepting that as human beings we seek to be part of groups and teams and drawing energy and feedback from each other. Realizing that you together has much more thinking power than you alone; and welcoming it. Being able to accept openness and feedback from others and avoiding statements such as “leave me alone”, “I’ll do it by myself”, “they don’t like me”, “I want to be alone”.



GOAL: I will share my thoughts.

TAKING RESPONSIBLE RISKS



Learner Profile Attribute: Risk Takers

Being prepared to leave your comfort zone to adopt an attitude of welcoming a challenge and exploring the unknown. Realizing that not taking the risk of a challenge is missing an opportunity to improve yourself. Being more afraid of a lack of success than a fear of failure and avoiding statements such as “I’ll look stupid”, “I don’t want to be wrong”.



GOAL: I will leave my comfort zone and extend my efforts in new ways.

REMAINING OPEN TO CONTINUOUS LEARNING



Learner Profile Attribute: Reflective

Being prepared to realize that there could be a better way and searching for it. Seeing problems and challenges as opportunities to develop and improve your thinking and you. Accepting that if you don’t know then not being afraid to find out; it’s better to ask dumb questions than to get dumb answers.



GOAL: I will aim to learn something new daily.

FINDING HUMOUR



Learner Profile Attribute: Balanced

Having a sense of humour and laughing increases your oxygen intake and lowers your pulse rate; this is good for you. Being able to laugh at yourself rather than zeroing in on the wrong places such as others’ weaknesses and differences. Being able to appreciate others’ humour helps you to be more creative and think at a higher level.



GOAL: I will laugh with people, not at people.

THE RIGHT THING TO DO IS NEARLY ALWAYS THE HARD THING TO DO

Learner Profile Attribute: Principled

Being able to accept and believe that you “just don’t do something”, but you must plan, reflect and think. Accepting that in all top performers in any activities you find a higher level of thinking. Having the courage and willingness to do the “hard things” and leave behind the everyday easy way of thinking by actually using Habits of Mind. Every single person on earth has a special talent. To discover it you must try new things and always aim to make your best better, PB’s.

Acknowledgement: Arthur Costa and Bena Kallick – Discovering and Exploring, Habits of Mind.

5 E's of Learning

The five E's can be used individually, but are best used in group learning.

They will:

- » develop your ability to analyse and solve problems to arrive at meaningful conclusions
- » enable you to learn cooperatively with others in teams to build shared understandings
- » raise your belief in yourself to achieve your goals.

The 5 E's are

ENGAGE

- » when beginning a new topic in any subject area, think hard to see how it relates to what you already know, your interests, past learning and personal experiences. This will help you 'connect' your learning to something you already know. This will allow you to feel confident about the subject even though you have just started it.

EXPLORE

- » use your natural curiosity to decide on what you would like to discover more about the topic; discuss it with your teacher and classmates. Create an action plan and describe the resources you will use to discover your information, such as websites, DVDs, books, videos, interviews, magazines, etc.

EXPLAIN

- » develop an inclusive presentation, that takes into account the needs of individual learners, to teach your class about what you have discovered. Explain the steps you followed, the thinking strategies you used and the resources which provided you with the information.

ELABORATE

- » connect all the class presentations to build a shared whole class understanding of the topic and discuss real life situations it can relate to. Reflect on discussion and develop some inquiry questions that will allow you to explore the topic further.

EVALUATE

- » prepare reflection questions that can be responded to individually and as a class, use these questions as starting points for discussions. Examples could include, "What was the most difficult step for you and why?" "What was the most important thing you learned and why?" "How did you feel when you were presenting to your class?" "How did your class appreciate your presentations?" "What things did you enjoy about learning this way?"

The five E's thinking strategy to how you approach your learning will help you to get what you want out of your schooling; what is your purpose?

(Acknowledgement to the Tribes Program)

Idea Maps

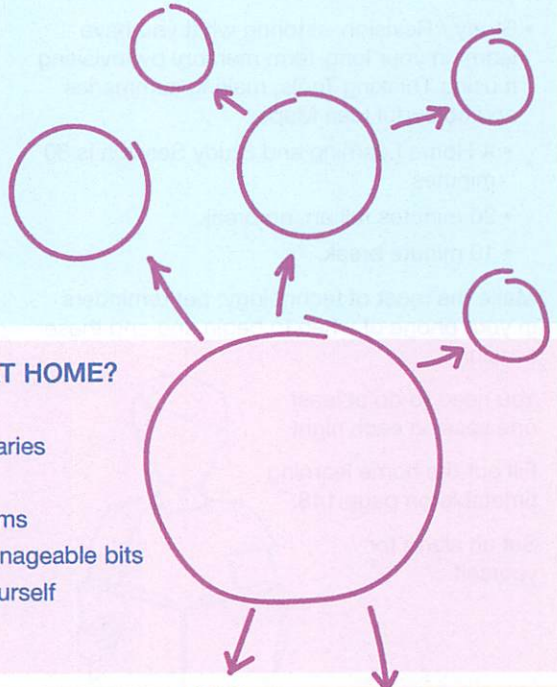
Most things that you absorb are through your eyes;

- » it doesn't matter about individual learning style, what you see first leaves a lasting impression
- » this relies on you having an opportunity to "see" first, then hear, then do.

WHY ARE THEY POWERFUL AIDS TO LEARNING?

Because

- » they cater for both left and right brain students
- » you use your own words; they are personal
- » they are colourful
- » they connect ideas
- » they show "the big picture" on one page
- » they are a "doing" activity that enables you to use what you already know now to make new connections and understandings
- » they are interesting and created by you.

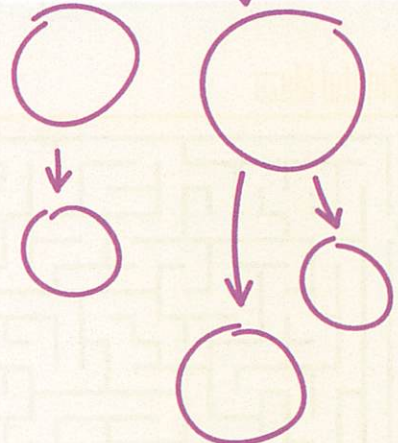


WHEN DO YOU USE THEM IN CLASS OR AT HOME?

- » anytime you want to take notes
- » if you dislike lists, flowcharts and written summaries
- » planning activities, projects, timelines
- » setting out methods to follow for solving problems
- » breaking down an issue into achievable and manageable bits
- » putting information into logical groupings for yourself
- » wanting to think outside the square.

HOW DO YOU CREATE THEM?

- » start with a key word, idea or diagram which is personal about the topic in the centre of the page in a balloon
- » from the centre create a series of branches with balloons on their ends
- » when thinking about the topic put things that are important to you in each balloon
- » be creative with your thoughts; they are purely for you; they are your personal ideas
- » use symbols, diagrams, colours, and print in each balloon; mess it up as it suits you
- » sometimes, smaller balloons may come off the branches or branches may connect themselves
- » the main thing is that each and every idea map is your view, no one else's.



The best thing about Idea Maps is that you aren't assessed on right or wrong or depth.

Self-Management Skills

Home Learning and Study

As you progress through school, it is important for you to complete some learning sessions at home.

This is made up of two parts:

- Home Learning – allows you to finish your classwork and gives you the opportunity to do your own learning on things that interest you.
- Study / Revision – storing what you have learnt in your long-term memory by revisiting it using Thinking Tools, making summaries and colourful Idea Maps
 - A Home Learning and Study Session is 30 minutes
 - 20 minutes full on, no break
 - 10 minute break.

Make the most of technology; put reminders in your phone of when to begin and end these sessions.

You need to do at least one session each night.

Fill out the home learning timetable on page 148.

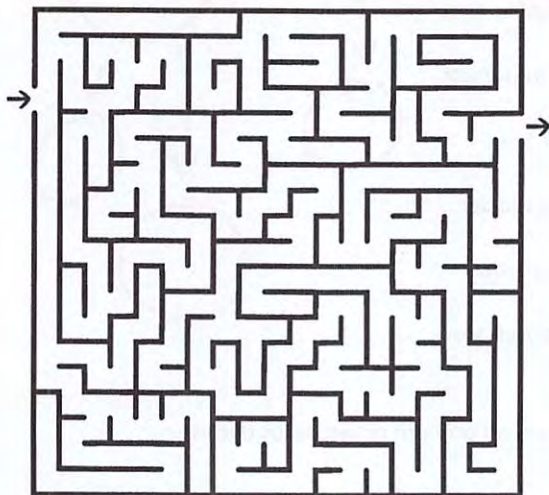
Set an alarm for yourself.



Books read this week

Title	Pages
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Mindful Maze



Wellbeing Tip

Never let your pride prevent you from asking for help.

Things to do

Week:

July 2024

22 Monday

23 Tuesday

24 Wednesday

25 Thursday

26 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

What went well this week and why?

Self-Management Skills

Books read this week

Prioritizing

You will always have things you need to do and things you want to do and you may not have time to do them all. Get things in order and list them in order of importance. This is called prioritizing.

Prioritizing is a key skill to learn and doing it means that you don't put yourself under pressure and you can find a good balance for your time.

Write a list of the things you have to do using the **MUSTS** and **OPTIONS** Sheet.

The **Musts** are activities that you need to complete, like your home learning, chores at home and visiting relatives.

The **Options** are activities such as watching television, spending time with friends, or playing computer games.

When you make your lists put the activities in order of importance.

Put reminders in your planner of your **MUSTS**.



Title	Pages
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Intriguing Pictures



What is going on in this picture? Associate it with the transdisciplinary theme that you think is the most appropriate. **What do you see that makes you say that?** **What more can you find?** Share your thoughts with a parent or a classmate.



Wellbeing Tip

Set aside some time for yourself to relax every day.

29 Monday

30 Tuesday

31 Wednesday

1 Thursday

2 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

What went well this week and why?

Self-Management Skills

Home Learning Timetable

Sitting down to do home learning or study doesn't just happen, you have to plan it. On the Home Learning Timetable fill in:

- your **OPTIONS**
- your **MUSTS**
- make changes when they are needed.

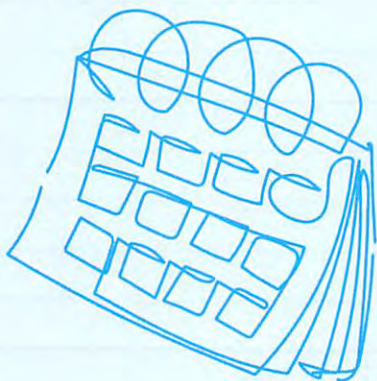
Then, fill in your Home Learning Sessions and show when you are going to read.

Put a copy on the fridge so your family can help you stick to it.

Check your timetable regularly as things change.

Most of all make this a habit and stick to it.

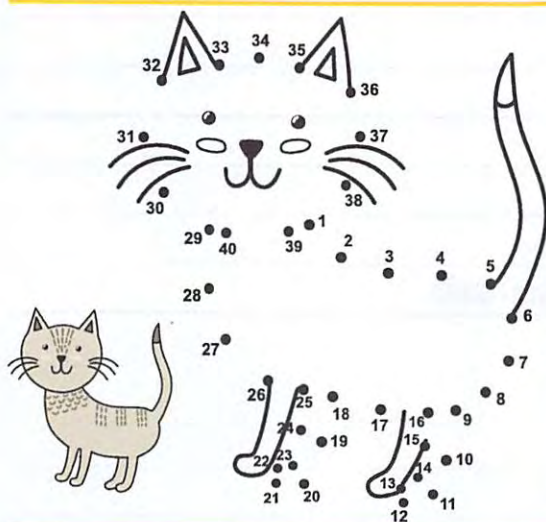
Use stickers, coloured highlighters, etc., to make it appealing.



Books read this week

Title	Pages
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Join the dots and colour in



Wellbeing Tip

Visit an art gallery and wonder at the creativity of the artists.

5 Monday

6 Tuesday

7 Wednesday

8 Thursday

9 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

What went well this week and why?

Self-Management Skills

Books read this week

Time Management

We all have the same amount of time each and every week; 168 hours – how often do you run out of time?

To use your time well, you first have to understand where your time goes.

For three week days write down everything you do from when you rise until when you go to bed.

How much time did you spend:

- sleeping _____
- eating and dressing _____
- home learning _____
- travelling _____
- at school _____
- sport/exercising _____
- leisure/TV _____

Total _____

Consider how much time you are just simply wasting. When you are aware, you can control your time.



Title	Pages
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Learning Through Transdisciplinary Themes

HOW THE WORLD WORKS

With your classmates research the following:

- How does gravity work?
- How does the earth rotate around the sun?
- How can we harness the energy from the sun?



Wellbeing Tip

Aim to read about a happy and successful person each month.

12 Monday

13 Tuesday

14 Wednesday

15 Thursday

16 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

What went well this week and why?

Self-Management Skills

Home Learning Area

At home it is important for you to have a place to study and do home learning.

Ideally it must be:

- quiet
- well lit
- well ventilated
- comfortable
- neat
- colourful.



Be well organized with pens, rulers, paper and where possible a computer.

Don't study on your bed. Your mind associates bed with sleep not learning. Don't study with the TV on or loud music. Keep distractions to a minimum.

If you need some sounds and not complete quiet, try relaxing, calming music on a device.

Put up posters of things you want to remember.

If possible keep it just for Study and Home Learning.

Feel good about being in control, it's a great way to be.

Books read this week

Title	Pages
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

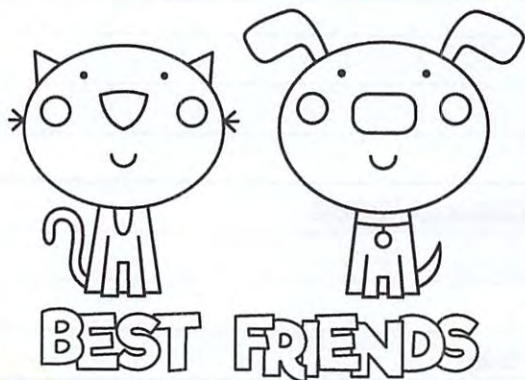
LP Activity - Inquirers

UNDERSTAND

Inquiry Interview Adventure – Partner up with a classmate for a fun interview adventure! Each of you takes turns asking each other open-ended questions about a topic you choose together.

Discussion prompts and questions could include:

- How did they travel to school?
- What classes did they like most?
- Who was their favorite teacher?



Wellbeing Tip

Share what went well with your family; life is worth celebrating.

19 Monday

20 Tuesday

21 Wednesday

22 Thursday

23 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

What went well this week and why?

Communication Skills

Taking Notes

To learn well it is important for you to:

- take clear notes of what you are taught in class
- write down thoughts, questions and ideas.

When taking notes:

- always use your own words or draw pictures/ diagrams
- use headings to group main points
- listen for key words to remember
- use abbreviations to save time e.g. + (increase), mh (month), dy (day)
- use plenty of colour.

A good idea is to use the 80/20 Principle:

- listen 80%, take notes for 20% of time.

Always be thinking how what you are hearing connects to what you already know.

Practice abbreviating sentences you hear on the radio, or read in a book.



Books read this week

Title	Pages
Monday	
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Wednesday	
Thursday	
Friday	

Intriguing Pictures



What is going on in this picture? Associate it with the transdisciplinary theme that you think is the most appropriate. **What do you see that makes you say that?** **What more can you find?** Share your thoughts with a parent or a classmate.



Wellbeing Tip

Write down the things that provide you with positive stress – being up for it.

Things to do

Week:

August 2024

26 Monday

27 Tuesday

28 Wednesday

29 Thursday

30 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

What went well this week and why?

Thinking Skills

Remembering a Smarter Way

To remember what you hear, see and do, your brain relies on seeing regular patterns.

If your brain only sees something once it will be forgotten very quickly.

Therefore it is important that you look over what you learn and the notes you take in class often. You remember:

- 90% of what you learn if you revisit it within 24 hours
- only 30% if you wait 3 days
- after a month only 3% to 4%.

When you revisit what you learn and your notes from class, don't just read:

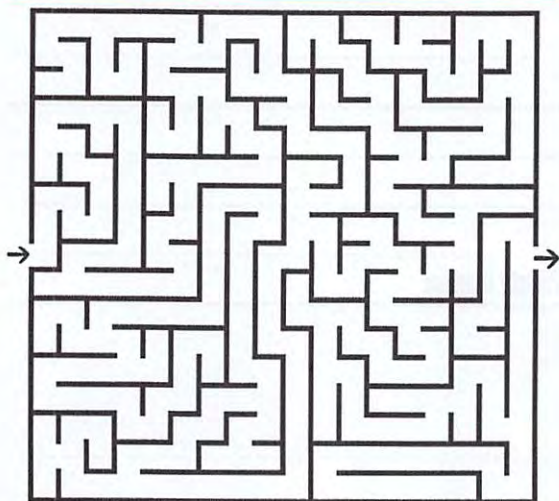
- make Idea Maps, diagrams, lists, posters full of colour
- use different Thinking Tools for variety and fun
- apply what you have learnt to new situations
- create songs or rhymes about things you need to remember
- talk to someone about what you have learnt. Remember the conversation as a trigger.



Books read this week

Title	Pages
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Mindful Maze



Wellbeing Tip

Don't lose it; logic drops and anxiety rises; poor decision making.

2 Monday

3 Tuesday

4 Wednesday

5 Thursday

6 Friday

Communication / Comments:

Teacher:

Parent / Guardian:

What went well this week and why?

Self-Management Skills

In Class

To learn well in class you must:

- have your equipment ready, paper, pens, rulers
- be alert
- listen clearly, think, then write
- ignore distractions
- ask plenty of questions.

If you don't understand something ask your teacher. Remember you learn by asking for help to find the answer.

Many of your classmates are in the same position but won't ask because they think it will make them look silly. Talk to your classmates, do they feel silly too?

You will earn your teachers' respect and your self-esteem will grow.



Books read this week

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Learning Through Transdisciplinary Themes

HOW DO WE ORGANISE OURSELVES

With your classmates research the following:

- Why do we have laws when driving a car?
- What are some different laws in other countries?
- Why is it important to learn how to read and write?



Wellbeing Tip

Practise deep breathing to relieve pressure and stress.