

Stage 2 Term 3 Overview 2025

Team:

3/4P – Pamela Phillips pamela.phillips4@det.nsw.edu.au

3/4R – Rana Matar rana.matar@det.nsw.edu.au

Stage 2 Assistant Principal and 3/4M – Anna Murray anna.murray2@det.nsw.edu.au

Learning and Support Teacher – Gaby Aitkin as required

Assistant Principal Curriculum and Instruction – Karla Sevenoaks

Deputy Principal Curriculum and Wellbeing – Vanessa Silva

English as an Additional Language/Dialect (EAL/D) – Bjorn Wallin as required

Specialist Teachers – Sang hee Lee, Felicity Williams and Meghan Ryan

Teacher Librarian – Jenny Parkes

Regular Events:

Monday	Tuesday	Wednesday	Thursday	Friday
PBL lesson	Physical Education*	Library 3/4P	Library 3/4R and 3/4M Homework due	PSSA or School Sport* Winter PSSA ends 8/8/25 Summer PSSA begins 29/8/25 Homework distributed

*wear joggers, sunscreen and a hat

Homework:


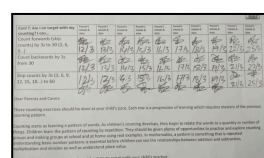
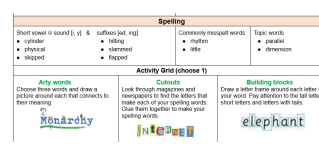
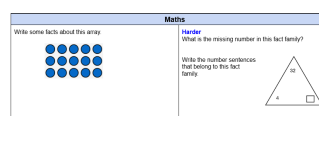
The homework policy acknowledges the importance of family life and active pursuits of children and encourages students to plan their time to complete the set tasks within the constraints of their after school commitments.

https://canterburyps.schoolzineplus.com/_d/33724

In Stage 2 students are expected to work more independently. At home they should be encouraged to read a range of texts and practise mathematical concepts learnt at school. In addition, please use student work posted on Seesaw to prompt discussions at home as this can help consolidate your child's understanding of new concepts and skills.

Homework is shared at the beginning of each term as a paper copy and through Google Classroom, which students can access at home on a browser. Homework tasks are due to teachers for feedback on Thursdays.

Students are expected to:

Read every night (see information on Kids Who Read Succeed) and record this in their reading log book.	Complete the Counting Card every night and exchange completed cards for new cards with their teacher.	Complete spelling activities each week Words for the whole term were supplied by class teachers in Week 1. Access also available on Google Classroom.	Complete a maths task each week and explain their thinking. Tasks have a harder option to challenge students as needed. Supplied in Week 1. Also on Google Classroom.
			

School Calendar:

Please access the calendar of events through the school's website or SZapp to find information about events.

Payment and permission must be submitted via the link in the email sent by School Bytes for each event.

Extracurricular Activities:

Canterbury Public School offers a wide range of extracurricular activities. Most clubs are full but you can check with the office for clubs with spaces.

KLA	Focus	How you can support your child
English	<p>Students will be reading and examining picture books that are both imaginative and informative. Students will identify how authors select different types of vocabulary for different purposes (i.e. to inform or to entertain) within the same text.</p> <p>Linking to the Science and Technology focus, students will research an animal, bird or insect that lives in an eucalyptus tree and write an information report on this.</p>	<ul style="list-style-type: none"> • Kids Who Read, Succeed!: Encourage your child to read every night and record this in their Reading Log Book. Return the Log Book after every 25 reads in order to receive a token and a chance to win a book prize. For details see forms and documents on SZapp or SBapp. • Review your child's Semester 1 report for individualised guidance on how you can support their learning in English. • When reading, discuss what the author's purpose is and how this changes the language they use (e.g. compare a novel with a recipe).
Mathematics	<p>Students will explore and connect mathematical concepts to solve problems and communicate their thinking and reasoning clearly. Students will build on number and algebra understandings in all lessons.</p> <p><u>Position</u> Students will use grid maps and directional language to locate places and follow routes.</p> <p><u>Chance</u> Students will conduct chance experiments and will record and compare the results.</p> <p><u>Fractions & Decimals</u> Students will understand that values are not always whole. This will support practical applications of fractional numbers in their everyday lives, such as shopping, cooking or in sport times. They will engage in 'hands on' learning experiences through visuals and manipulatives to explore how our number system extends beyond whole numbers and why this is necessary in our lives.</p> <p><u>Capacity</u> Students will understand the need for formal units to measure capacity (internal volume) accurately and how this translates into their daily lives. They will read and record capacity by measuring accurately to the nearest litre and compare the capacity of familiar 3D objects, such as their drink bottles or ice-cream containers.</p>	<ul style="list-style-type: none"> • Complete the Counting Card homework every night. Please ask your class teacher for a new card when needed. For details see the Forms and Documents tile on SZapp. • Remind yourself of your child's Growth Goal if it applies to mathematics. • Support your child to learn their multiplication facts to 10x10. Start with x2, x5, x10. • Use maths in the real world (e.g. what is the difference in scores at the end of the sports match?) • Encourage your child to complete the weekly maths homework task to deepen their understanding of concepts taught in class. Each activity also has a harder option to challenge students as needed. • Check out the Department's resources on the Maths Hub for suggestions on how to engage with mathematics at home. https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/mathematics/everyday-maths-hub • Encourage your child to notice fractions and decimals in daily tasks, such as sharing food or cutting fruit. • Prompt casual conversations around estimation, such as how many cups it would take to fill the bath tub or how many cups the milk bottle will fill.
Science and Technology	<p>This program will continue into Term 4.</p> <p>Students will be learning about living things with a focus on Australian plants and insects. They will investigate how to classify plants by their features and identify similarities and differences between living things. Students will explore the life cycles and interdependence of plants and insects on each other.</p> <p>They will experiment with variables such as light, water and soil depth to germinate bean seeds and test how these affect plant growth. This will support a conceptual understanding of plant life cycles and explicit teaching of processes such as pollination, fertilisation and germination.</p>	<ul style="list-style-type: none"> • Spend time in nature observing how plants, animals, birds and insects depend on each other for survival. • Encourage drawing in nature with a focus on scientifically recording details. • Look for eucalyptus trees flowering in September and harvest the gumnuts. • Enjoy the Wolli Creek walk (4km return) through National Park between Campsie to Bexley North. https://www.nationalparks.nsw.gov.au/things-to-do/walking-tracks/wolli-creek-walking-track • Volunteer at a local landcare group to support bush regeneration in our local area https://landcare.nsw.gov.au/groups/cooks-river-valley-association/

Geography	<p><i>Places are Similar and Different</i></p> <p>Students will compare how Australia and its neighbouring countries have some similar and some unique natural and human made features. These features are shaped by climate, settlement patterns and demographic characteristics.</p> <p>Students will investigate how people's connection (or disconnection) to places contribute to action (or inaction) to protect places and environments.</p>	<ul style="list-style-type: none"> • Engage your child in discussions about similarities and differences between places they have visited. • Support your child to develop mapping skills by locating places on maps. • Model making positive contributions to local places by joining the Mud Crabs on one of their monthly Cooks River clean ups https://www.crva.org.au/mudcrabs/
Personal Development Health and Physical Education (PDHPE)	<p>PDHPE prepares and supports students to lead, and contribute to, healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.</p> <p>In PDH, we will be learning about standing up for myself and others. Please see note to parents sent home in Week 1 for more details.</p> <p>In PE, students will be playing a variety of games to build movement skills, foster cooperation and develop inclusive practices.</p> <p>In PBL, we will continue to practise tools to regulate our emotions so that we are ready to learn.</p>	<ul style="list-style-type: none"> • Set an appropriate bedtime to ensure your child is getting enough sleep. • Encourage your child to take responsibility for their health by letting them prepare all or part of a healthy lunch box. • Support your child to track physical activity for the Premier's Sporting Challenge. • Support your child to navigate the Kids Helpline website so that, should they ever need free and confidential support or advice, they can access it independently https://kidshelpline.com.au/ • Refer to the safety at home worksheet completed by your child at the end of Term 2. Check that your child can access a phone and call for help if needed.
Creative Arts	<p>In Visual Arts, students will continue to generate their own ideas for art making with the opportunity to explore a range of mediums including drawing, collage, painting, printmaking, digital arts, fibre and sculpture. As they prepare for the art exhibition in Week 8, students will also develop their weaving skills and explore the work of contemporary fibre artists.</p> <p>In Music, 3/4M students will perform a variety of music through singing, playing and moving, demonstrating an understanding of the music using their voices, body percussion and percussion instruments, and other available sound sources. They will improvise, experiment, select and combine musical ideas to form simple musical structures and notate these ideas using commonly understood symbols. Students will be provided with opportunities to identify musical concepts in their performing, organising sound and listening repertoire including duration, pitch, rhythm, beat, dynamics, and structure. They will be given opportunities to create, perform and discuss compositions.</p>	<ul style="list-style-type: none"> • Talk to your child about the artwork they are making for the art exhibition. What materials have they used? What part are they most proud of? • Look around your home with your child to notice how weaving is used in everyday items like clothing, textiles, baskets and rugs. • Actively select different styles of music to listen to at home and discuss how it makes you both feel and why you like or dislike it.. • Take opportunities to move, sing and dance to familiar music. • Make rhythmic sound patterns with ordinary household items (chopsticks, pots, bowls etc) and have your child copy you and create their own. • Create word rhythms using common items such as fruit or vegetable names, sports, colours and names. Eg leek pumpkin aubergine pumpernickel • Read stories to your children with a soundtrack in the background to enhance the mood of the book (eg Upbeat contemporary music for modern feel good story) • Discuss the possibility of learning and instrument • Discuss what music you like and grew up with and sing known songs. • Take opportunities to see and or hear musical performances live (street fairs, concerts, radio concerts)

	<p>In Dance, 3/4P and 3/4R students will develop their skills in appreciating, creating, and performing a variety of dances individually, with partners, and in groups. They will explore and apply the elements of dance, including timing (is it on the beat of the music?), space (what is the area of the dance space?) and expression (what body movements can I use to express sadness or joy along with my face?), to respond to music through both learned and improvised body movements. Students will also reflect on their experiences and those of others to deepen their understanding of dance as an expressive art form.</p>	<ul style="list-style-type: none"> • Talk about movies that have dances in them that you have seen together. Discuss the types of moves they do (spinning, leaping, jumping, travelling) or how they do them (slowly, rapidly, flowingly, jerkily). • Watch a range of different age-appropriate dances on youtube and discuss what you like/dislike about by its moves, costumes or formation (eg I like Irish dances because they all have really fast feet and still manage to do the steps at the same time and their costumes look colourful). We are looking at a range of dances which are culturally inspired so explore your own or other cultures. • Share your own dance experiences (ballet classes, school dances, waltz at a wedding) and talk about what dances you like to watch (tap, waltz, ballroom) • Take time to play different styles of music and dance with your kids - experiment with different ways to move and reflect the mood of the music (ie slow music may require a sad expression, up beat music may show joy). Encourage fun, confidence and a sense of giving it a go.
Library	<p>Students will explore the Children's Book Council of Australia (CBCA) 2025 shortlists, with a particular emphasis on Sami Bayly's non-fiction books. They will read and discuss her various 'animal encyclopedias', examining the detailed illustrations and the information conveyed through her work. This hands-on experience will help students understand how illustrations complement and enhance the delivery of factual texts. In preparation for Sami's visit as part of our Book Week celebrations, students will engage in activities that allow them to learn more about her creative process. They will create their own illustrations inspired by her style and discuss what they admire about her books. This will help foster creativity and encourage students to express their own ideas through art and storytelling.</p>	<ul style="list-style-type: none"> • Continue reading every day with your child. Share books and a love of reading with them. Model reading for pleasure often. • Check out the shortlists for each category in the Children's Book Council of Australia (CBCA) Awards for 2025 at https://cbca.org.au/awards/ • Drop in to your local library and see if they have any activities or author visits coinciding with the CBCA Awards. https://www.cbccity.nsw.gov.au/whats-on/childrens-book-week-2025 • Borrow or reserve some of the shortlisted books from your local library to share at home. You can also check out books by our visiting author/illustrator, Sami Bayly. https://www.samibayly.com/ • Have a look at your local council website and see what they are doing to celebrate Book Week 2025. Examples include this competition run by Inner West Council: https://www.innerwest.nsw.gov.au/explore/whats-on/annual-events/book-week • Come along to support our book fair in the library during Book Week. All books purchased help raise funds for new books for the school. • Start planning costumes for Book Week! The parade at Canterbury is a fabulous, family friendly event. We look forward to welcoming all families to join us for this whole school event.

Korean	<p>Students will:</p> <ul style="list-style-type: none"> • Recognise the systematic of Korean grammar rules and use basic grammatical structures to read (Consonants and Vowels). • Describe aspects of their own identity, making comparisons between their own culture and Korean culture using their own food and traditional games). • Classify and describe key differences between modern Korean and Australian food culture, developing both cultural understanding and relevant vocabulary. 	<ul style="list-style-type: none"> • Watch K-Pop Demon Hunters clips or music videos featuring Hangul subtitles to connect letters to sounds. • Browse Korean food from K-Pop Demon Hunters. • Use apps such as https://koreanculture.org.au/online-korean-cooking-class-with-k-food-enthusiasts to learn Korean foods. • If possible, try cooking a Korean snack or meal at home (like tteokbokki or kimbap) and compare it to familiar Australian dishes. • Discuss what your family eats in Australia, home-cooked meals, takeout choices, snacks and compare them to modern Korean street foods.
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