



Support Unit Term 3 Overview, 2025

Teachers and SLSOs

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Your child will also work with the following teachers throughout the term:

Specialist Teachers: Meghan Ryan (Drama), Felicity Williams (Visual Arts), and Jenny Parkes (Library)

Regular Events

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
3:00PM - School Assembly PBL lesson Creative Arts		Library	Scripture and Ethics	Creative Arts

Extracurricular Activities:

Canterbury Public School offers a wide range of extracurricular activities. Speak to your child's teacher for details.

School Calendar:

Please access the calendar of events through the school's app (**SZapp**). Permission notes are attached to the corresponding event, however payment and permission must be submitted through the School Bytes email.

Homework

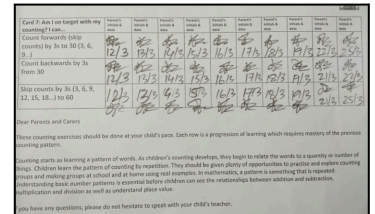
Canterbury Public School's homework policy acknowledges the importance of family life and active pursuits of children. We especially appreciate the importance of individual therapy sessions and the time and effort it takes for parents and carers. We encourage families to plan their time to complete the set tasks within the constraints of after school commitments.

Students are encouraged to:

Read their levelled home readers every night (see information on **Kids Who Read Succeed**). This is recorded in their reading log.



Complete **Counting Card** activities every night and, when completed, exchange completed cards for new cards with their teacher.



Read the section of the Term Overview called 'How you can support your child' for guidance on additional activities designed to support students.

Curriculum Overview Term 3, 2025

Learning Areas	Term 3 Lesson Focus
English	<p>Reading Students will continue to develop skills in reading and viewing (including comprehension) using appropriately levelled texts.</p> <p>Writing Students will continue to develop writing skills, including correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools to form lowercase and uppercase letters. They will create narratives with a focus on introduction, complication and resolution. Students will use simple, complex or compound sentences to describe characters and settings. They will identify how spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words, known words and decipher unfamiliar words using spelling strategies.</p> <p>Speaking and Listening Students will communicate with peers and known adults in informal and guided activities practising the different skills required for social interaction (e.g. turn-taking, listening, conversational skills). They will use a range of communication methods to interact and express their point of view. Students will learn that it is okay to have a different opinion to their peers about a text that the whole class has studied and to communicate this difference in a respectful manner.</p>
Mathematics	<p>Number and Algebra This term students will be focusing on developing whole number skills. They will develop mathematical language and understanding through lessons focused on whole numbers, multiplication and fractions. Students will engage in creative and rich problem-solving whole number tasks in line with the personal goals in their PLaSPs. Multiplication lessons will focus on developing repeated addition skills to represent grouping of objects (e.g. $3+3+3$ is the same as 3 groups of 3) and modelling the commutative property of multiplication (e.g. 3 groups of 2 is the same as 2 groups of 3). Students will participate in lessons on fractions to determine how many pieces make up a whole and the correct language to use to describe each piece.</p> <p>Measurement and Geometry Students will participate in lessons to tell the time on both analog and digital clocks, exploring how clocks measure the passage of time throughout the day. They will learn the correct language to describe the parts of a clock (e.g. hour hand, minute hand) and to tell the time (e.g. hour, o'clock, half past, quarter past).</p> <p>Statistics and Probability Students will engage in lessons to collect data on everyday items and use chance terms (e.g. likely, unlikely, impossible) to describe the likelihood of events happening.</p>
History and Geography	<p>Stage 1 Students will investigate the key characteristics of ancient civilisations including Egypt, China, Greece, and Rome, gaining insight into how these societies lived and how they compare with life today. They will examine the ways people in the past used myths, stories, and artefacts to understand the world around them. Students will also develop an appreciation for the cultural importance of Aboriginal and Torres Strait Islander traditions and artefacts, recognising their significance in Australia's history. Through map work, they will identify the locations of ancient and modern places and explore how people form connections with, and care for, various environments across time.</p>

Science and Technology	<p>Stage 2-Living Things</p> <p>The unit focuses on classifying living things by their similarities and differences to appreciate biodiversity. It emphasises the interdependence of living organisms and their environments, which is vital for sustainability. Students will learn how people rely on plants and animals for food and materials. The unit covers essential skills for problem-solving, including research, investigation, communication, and evaluation, fostering a deeper understanding of our role in promoting a sustainable future.</p>
Personal Development, Health and Physical Education	<p>PD/H</p> <p>Students will learn about making healthy choices. They will look at the different food groups and the importance of maintaining a balanced diet and how they can make good choices about what they eat. Students will develop an understanding of how physical activity keeps them healthy and ways to be active every day.</p> <p>PE (Sport)</p> <p>Students will demonstrate fundamental movement skills like running, throwing, and catching. With support they will learn to use these skills to take part in simple team games and activities that focus on turn-taking, following rules, and having fun with others.</p>
Creative Arts	<p>In Visual Arts, students will continue to play and experiment with a range of mediums including drawing, collage and painting. They will explore soft materials like fabric, wool and thread through stitching and fabric collage, building their skills in texture, colour and pattern.</p> <p>How you can support your child</p> <ul style="list-style-type: none"> - Encourage your child to practise fine motor skills by threading, folding or cutting at home. - Let your child explore different materials like wool, fabric scraps, tissue, twine and cotton balls. Discuss how they feel, their different colours and any patterns they might have. <p>In Music, students will discover different sounds made by singing and playing with instruments and other objects in the environment and experiment with pitch (high/low), rhythm (patterns of sound and silence), and dynamics (loud/soft). They will know that music is used to tell stories, express emotions, and create moods and will respond to music by moving, clapping, or describing what they hear.</p> <p>How you can support your child</p> <ul style="list-style-type: none"> - Play a variety of different styles of music in the home and discuss how it makes you feel. - Play nursery rhymes and songs with actions, and move, sing and dance to it with your child. - Make rhythmic sound patterns with ordinary household items (chopsticks, pots, bowls etc) and have your child copy you.

Library	<p>Students will embrace the ‘Book an Adventure’ theme as they explore Children's Book Council of Australia (CBCA) 2025 shortlisted books. This unit focuses on enjoying a range of quality texts by Australian authors and engaging in creative craft activities related to the themes and characters in each book. As students read each of the shortlisted picture books, they will have the chance to share their thoughts about what they like and enjoy most about the stories, developing their communication skills and fostering a love for reading. Through participation in craft activities inspired by the books, students will create artworks that reflect ideas around themes and characters they encounter, allowing them to express their creativity and personal connection with each of the texts.</p> <p>How you can support your child</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.
<p>During Term 3, students will also work towards their individualised goals. Please contact your child's teacher if you have any questions about any of the above content or strategies to support your child's engagement and development.</p> <p>Kind regards Support Unit Teachers, Robert Lay, Sadie Davies, Christine Nasser, Amanda Kenny, Grace Valastro and Anaita Talati</p>	

See over the page for how to help at home with Maths and English...

How can you help at home?

Mathematics	<ul style="list-style-type: none"> Please continue to use your child's Counting Card to practise key skills everyday (e.g. skip counting by 2s - 2, 4, 6, 8, 10...18). Support your child to develop new vocabulary and understanding around subtraction. (For example, count your child's toys by color, then subtract one group from the total to see how many are left.) Use the names for the days of the week every day and discuss what day it was yesterday and what day it will be tomorrow. Allow your child to mark off and discuss the days of the week on a calendar, mentioning the month and date.
English	<ul style="list-style-type: none"> Listen to your child read their home reader every day and record this on their reading log. It is important that children read their books multiple times to develop fluency and comprehension. Support your child to self-correct when unsure of words (e.g. 'You said fog (instead of frog), can you check that?'). Continue to read to your child every day. Ask them questions such as: <ul style="list-style-type: none"> Why do you think the author wrote that the character was 'shaking'? e.g. Because they are feeling scared. (exploring the contribution of words and images to meaning in a text) What do you think might happen next? (making a predictions) Why do you think the author wrote this book? Who do you think it was meant for? (exploring the different purposes/audiences of texts) Support your child to say and begin to write simple texts that include who, what and where and using sight words and phonics knowledge. e.g. <i>On Sunday, I went to Bondi beach with my family. We went swimming and had ice cream.</i> Encourage them to write down what they can hear and praise their attempts (e.g. beach might be recorded as 'beech' which is a plausible attempt). Practise reading and writing sight words to support your child's independent reading and writing (e.g. little, of). An example of correct letter formation is below. Story Box Library can be used so your child can listen to stories being read to them. https://storyboxlibrary.com.au/ Username: canterbury Pass Password: canterbury

CORRECT LETTER FORMATION FOR LOWER CASE LETTERS USING NSW FOUNDATION FONT

