

## 2025, Term 3 Overview - Stage 3

### Team:

**5/6A** - Carmel Aiello - carmel.aiello1@det.nsw.edu.au

**5/6M** - Maki Blumer - maki.blumer2@det.nsw.edu.au

**5/6BA** - Amy Akiki - amy.akiki1@det.nsw.edu.au

**5/6K** - Mark Healey - mark.healey4@det.nsw.edu.au

**Stage 3 Assistant Principal** – Carmel Aiello

**Learning and Support Teacher** – Gaby Aitkin (as required)

**Deputy Principal Curriculum and Wellbeing** – Vanessa Silva

**Assistant Principal Curriculum and Instruction** – Karla Sevenoaks

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

**RFF Teachers** – Meghan Ryan, Felicity Williams & Amanda Kenny

**Teacher Librarian** – Jenny Parkes

### Regular Events:

Tuesday	Wednesday	Thursday	Friday
Library for 5/6A & 5/6M  Sport for 5/6H (hat and joggers)  PBL Lesson	Library for 5/6BA  Sport for 5/6A and 5/6BA (hat and joggers)	Scripture/Ethics  Library for 5/6H  Sport for 5/6M (hat and joggers)	Virtual assembly (families can access via newsletter) Winter PSSA (until Week 3)/ School Sport for non-PSSA students Summer PSSA (begins Week 6)/ School Sport for non-PSSA students (wear sports uniform, hat and joggers)

### Extracurricular Clubs

Canterbury offers an impressive array of extracurricular clubs and programs. These programs cater for all ages and interests and are designed to foster students' abilities and love of music, the arts, science, technology, engineering, mathematics, the environment and more. There is something for everyone! Please check with the office for more information.

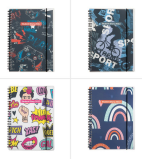

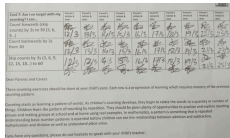

### What's on this term?

Please access the calendar of events through the school's app (SZApp). Permission notes are attached to the corresponding event. 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 and encourages students to plan their time to complete the set tasks within the constraints of their after school commitments. In Stage 3, 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 Stage 3, homework with weekly activities is distributed at the beginning of the term. A PDF version can also be found on your child's Google Classroom.** Homework books are due to teachers on Thursdays and returned to students on Fridays. Please visit our school website for more information about our homework policy or follow this link: <https://bit.ly/3uNbVXS>

### Students are expected to:

<p>Log important dates and events in their <b>student diary</b> and plan for homework</p> 	<p>Read every night (see information on <b>Kids Who Read Succeed</b>) and record this in their reading log book.</p> 	<p>Complete the <b>Counting Card</b> every night and exchange completed cards for new cards with their teacher.</p> 
<p>Complete a <b>writing task</b> twice a term.</p> <p><small>To be complete by end of Week 5 (21/5/20):</small> <b>Imaginative Writing (English)</b> In English, we are studying the novel Blueback. Write an imaginative text as if you are Blueback. Your text will start when Abel leaves Longboat Beach to study. Have a think about these questions to help start your story:</p> <ul style="list-style-type: none"> <li>Abel and Dora notice changes in the sea; does Blueback also notice these changes?</li> <li>How does Blueback feel about Abel and Dora?</li> <li>How does Blueback feel about the other characters in Longboat Beach? (e.g. Mad Macka, Costello).</li> <li>What does Blueback do when Abel leaves?</li> </ul> <p>You will need to structure your imaginative text with an introduction, complication and a resolution. Consider your complication and how Blueback could resolve it.</p> <p><b>We are looking for:</b></p> <ul style="list-style-type: none"> <li>Links between your writing and Blueback (e.g. characters, setting, themes)</li> <li>Descriptive language</li> <li>Figurative language (e.g. metaphors, similes and personification)</li> <li>1 page in length</li> </ul>	<p>Complete a <b>differentiated maths task</b> each week and explain their thinking.</p> <p><small>2D Shapes - Week 3 (7/5/20)</small> The ancient Egyptians were said to make right-angled triangles using a rope which was knotted to make 12 equal sections.</p>  <p>If you have a rope knotted 12 times like this, what other triangles can you make? (You must have a knot at each corner.) Write these in your homework and show your working out.</p> <p>Extension: What other shapes can you make with equal sides and equal angles? Parent/Carer sign: _____</p>	<p>Complete <b>spelling activities</b> each week.</p> <p><b>Alliteration:</b> Write a few sentences for your phonological words using as much alliteration as possible e.g. <i>The big, bad bear scared all the baby bunnies by the bushes.</i></p>

KLA	Term 3 Focus
<b>English</b>	<p>Students will be challenged to extend their knowledge and skills in informative and persuasive writing through the themes presented in the novel 'Blueback' by Tim Winton. They will understand that the purpose of a call to action is to prompt an immediate response through the use of deliberate language and techniques used to evoke emotions. Students will use a process to create texts, including researching, planning, drafting, editing/revising (with feedback and self-evaluation) and publishing. They will also present their persuasive text as a speech to the class. Students will:</p> <ul style="list-style-type: none"> <li>• Discuss how language is used to achieve a persuasive purpose for a range of audiences and contexts.</li> <li>• Understand how authors often innovate on text structures and play with language features to achieve particular persuasive purposes.</li> <li>• Deconstruct and analyse a text for persuasive writing features.</li> <li>• Compose, edit and verbally present a well-structured and coherent persuasive text.</li> </ul> <p>Students will focus on the following textual concepts throughout the program:</p> <ul style="list-style-type: none"> <li>• Literary Value: Certain texts have been designated as highly valued, as they have been declared by experts to have universal and timeless appeal. This does not include the values expressed in a text, but refers specifically to how one can attribute worth to a text in terms of its value.</li> <li>• Argument: Using persuasion to produce a position or resolution supported by evidence. Argument doesn't need to be combative, and can build collaboration to solve complex problems.</li> <li>• Code and Convention: The basic elements of speech, writing and visual language convey meaning when they combine in commonly understood arrangements or patterns. Code and convention help us find meaning in and through texts.</li> </ul>
<b>Mathematics</b>	<p>Students will continue to extend their number sense, applying knowledge and skills to different problem solving tasks. This will include the development of mathematical language and understanding through study focused on:</p> <ul style="list-style-type: none"> <li>• Solve problems involving the addition and subtraction of fractions with the same denominator</li> <li>• Recognise that a fraction can represent a division</li> <li>• Compare common fractions with related denominators</li> <li>• Build up the whole from a given fractional part</li> <li>• Use equivalence to add and subtract fractional quantities</li> <li>• Find fractional quantities of whole numbers (halves, quarters, fifths and tenths)</li> <li>• Time: Compare 12- and 24-hour time systems and convert between them</li> <li>• Time: Solve problems involving duration, using 12- and 24-hour time</li> <li>• Whole numbers: Recognise, represent and order numbers in the millions</li> <li>• Apply efficient mental and written strategies to solve addition and subtraction problems</li> <li>• Choose and use efficient strategies to solve addition and subtraction problems</li> <li>• Explore the use of brackets and the order of operations to write number sentences</li> <li>• Angles: Estimate, measure and compare angles using degrees</li> <li>• Angles: Use a protractor to measure and identify types of angles</li> <li>• Angles: Investigate angles on a straight line and angles at a point</li> <li>• Angles: Investigate the relationships formed by the intersection of straight lines</li> <li>• 2D shapes: Classify two-dimensional shapes and describe their properties</li> <li>• 2D shapes: Dissect two-dimensional shapes and rearrange them using translations, reflections and rotations</li> <li>• Area: Calculate the area of a parallelogram using subdivision and rearrangement</li> <li>• Area: Determine the area of a triangle</li> </ul>
<b>Science and Technology</b>	<p>Students will study the scientific fields of biology and environmental science, focusing on developing an in-depth understanding of ecosystems and the interconnectedness of physical environments and the growth, survival, and evolution of living things. They will work scientifically to plan and conduct scientific investigations as well as develop sophisticated research and planning skills to manage scientific projects within time constraints.</p>
<b>Personal Development, Health and Physical Education (PDHPE)</b>	<p><b>PDH:</b> Students will investigate the diversity of relationships and understand the importance of respect in these relationships. They will explore gender expectations and how these affect the identity of individuals. Students will develop skills in recognising abuse (physical, sexual and emotional) as well as protective strategies to be safe, including what consent is. They will identify risk and associated emotions, as well as harassment. This unit provides teaching and learning activities around child protection education.</p> <p><b>PE:</b> Students will work in groups to plan and lead a physical education lesson to their class based on skills in a sport of their choosing. They will receive feedback on their presentation and refine this for another delivery of the lesson in Term 4.</p>
<b>Creative Arts</b>	<p>In Music, students will be revisiting the elements of music (beat, tempo, rhythm, pitch and dynamics) through singing, listening to a range of musical genres and responding to them. They will also have opportunities to showcase their instruments, play with a range of percussion instruments and create compositions using formal musical notation inspired by different musical styles.</p> <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 and sculpture. As they prepare for the art exhibition in week 8, they will also develop their sewing skills and explore fibre by learning to sew a simple fabric shape.</p>
<b>Library</b>	<p>Students will engage in a unit based on shadow judging the Children's Book Council of Australia (CBCA) 'Picture Book' category for 2025. They will be introduced to each of the picture books shortlisted for this prestigious award. Students will have the opportunity to read and explore six very different stories, discussing their themes, illustrations, and what makes each book appealing. To assist in evaluating the books critically, students will refer to a marking rubric which allows them to express their opinions on various aspects of each title, such as theme, intended audience and how the illustrations complement each story. At the end of individual and group analysis, students will cast their votes for their favourite picture book, participating in our very own school awards ceremony. This fun and interactive process will not only encourage a love for reading but also develop their ability to analyse and articulate their thoughts about literature.</p>

KLA	<i>How parents and carers can help</i>
<b>English</b>	<ul style="list-style-type: none"> <li>• Read for enjoyment.</li> <li>• Support your child to complete writing tasks in the homework grid and encourage independence as appropriate.</li> <li>• Kids Who Read, Succeed: Encourage your child to complete 20 minutes of personal reading each day.</li> <li>• Refer to your child's Semester 1, 2025 report for suggested areas of revision.</li> <li>• Encourage your child to read age-appropriate texts by author Tim Winton. Discuss similar themes presented in his novels (e.g. the ocean, Australia culture, etc).</li> <li>• Discuss with your child current issues around environmental sustainability, marine conservation and the power of nature. These themes will be presented to students throughout their novel study of 'Blueback'.</li> <li>• Discuss persuasive texts you encounter, such as advertisements, petitions, political speeches and press conferences.</li> <li>• Research and discuss how young activists (e.g. Greta Thunberg) have advocated for a call to action through different modes of text (e.g. speeches, posters, campaigns, etc).</li> <li>• Discuss the purpose of texts you read with your child: to entertain, persuade or inform and what features give away the purpose.</li> <li>• Send your child to Homework Club if you need support. More information can be found on the Homework Grid.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Assist your child in completing the counting card homework every night. Model how practice and perseverance lead to improvements.</li> <li>• Assist your child in completing their Mathematics homework for the week.</li> <li>• Refer to your child's Semester 1, 2025 report for suggested areas of revision.</li> <li>• Visit the Everyday Maths Hub developed by DoE for engaging activities: <a href="https://bit.ly/3ci30CK">https://bit.ly/3ci30CK</a></li> <li>• Ask your child, "How do you know?" when they give you a response to a problem involving maths. In class, we call it 'Explain your brain'.</li> <li>• Send your child to Homework Club if you need support. More information can be found on the Homework Grid.</li> </ul>
<b>Science and Technology</b>	<ul style="list-style-type: none"> <li>• Discuss different ecosystems with your child with a focus on the relationship between environments and the evolution of living things.</li> <li>• Support your child to complete the Science and Technology research task in the homework grid and encourage independence as appropriate.</li> <li>• Support your child in evaluating the credibility of sources when researching a topic of inquiry at home.</li> <li>• Support your child in using a range of reliable sources when researching a topic of inquiry at home.</li> <li>• Explore examples of managed environments used to produce food or fibre (e.g fish and oyster farms, timber plantations, cattle farms) and evaluate whether they are more or less sustainable than other methods of farming.</li> <li>• Discuss how some products, services and environments are engineered by people to address sustainability considerations (e.g. food packaging, architectural design, transport, utilities including electricity and water).</li> </ul>
<b>Personal Development, Health and Physical Education (PDHPE)</b>	<ul style="list-style-type: none"> <li>• Incorporate fitness techniques and challenges into weekday and weekend activities.</li> <li>• Discuss protective strategies with your child, including 'No, Go, Tell'.</li> <li>• Support your child in identifying trusted adults in their home life, including parents, close relatives, family friends, etc.</li> <li>• Read the fortnightly newsletter for PBL updates and discussions you can have at home with your child.</li> <li>• Encourage your child to visit <a href="https://www.esafety.gov.au/kids">https://www.esafety.gov.au/kids</a> or <a href="https://kidshelpline.com.au/">https://kidshelpline.com.au/</a> for tips about how to be safe online. There are some additional parent resources available here as well about online safety.</li> <li>• Model a positive growth mindset and talk to your child about school lessons focused on a growth mindset. Praise your child for effort rather than achievement to foster a sense that hard work and persistence are valued. Help change terminology from "I can't do this" to "I can't do this YET".</li> </ul>
<b>Creative Arts</b>	<p>In Music:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Take opportunities to move, sing and dance to familiar music.</li> <li>• Allow your child to create and experiment rhythmic sound patterns with ordinary household items (chopsticks, pots, bowls, scrap metal/wood, and tools etc) and have your child copy you and create their own.</li> <li>• Discuss the possibility of learning and instrument - it is never too late</li> <li>• Take opportunities to see and or hear musical performances live (street fairs, concerts, radio concerts)</li> <li>• Talk to your child about your own musical instrument experiences and the styles of music you prefer and have been exposed to (ie seen live performances, concerts, music festivals).</li> <li>• Have conversations around how music can impact your and their lives ( eg 'I remember that song from my highschool years and it reminds me of when I met my best friend' or 'this song reminds me of my grandparents and dancing in their lounge room').</li> </ul> <p>Visual Arts: Encourage your child to practise basic sewing or mending with simple materials at home. Ask them about their artwork —what they're making, how they made it, what part did they find the hardest/the easiest?</p>
<b>Library</b>	<ul style="list-style-type: none"> <li>• Continue reading every day with your child. Share books and a love of reading with them. Model reading for pleasure often.</li> <li>• Check out the shortlists for each category in the Children's Book Council of Australia (CBCA) Awards for 2025 at <a href="https://cbca.org.au/awards/">https://cbca.org.au/awards/</a></li> <li>• Drop in to your local library and see if they have any activities or author visits coinciding with the CBCA Awards. <a href="https://www.cbccity.nsw.gov.au/whats-on/childrens-book-week-2025">https://www.cbccity.nsw.gov.au/whats-on/childrens-book-week-2025</a></li> <li>• 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. <a href="https://www.samibayly.com/">https://www.samibayly.com/</a></li> <li>• 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: <a href="https://www.innerwest.nsw.gov.au/explore/whats-on/annual-events/book-week">https://www.innerwest.nsw.gov.au/explore/whats-on/annual-events/book-week</a></li> <li>• 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.</li> <li>• 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.</li> </ul>