

2025 Term 3 Overview

1/2A, 1/2B, 1/2S & 1/2XH

Team:

Stage 1 Assistant Principal Linda Askin - linda.pollard@det.nsw.edu.au

1/2A Linda Askin (Mon-Thurs) and Jacqui Goulder (Fri)- jacqueline.goulder@det.nsw.edu.au

1/2B Yiana Boufeas - yiana.boufeas@det.nsw.edu.au

1/2S Stephanie Acevski - stephanie.acevski2@det.nsw.gov.au

1/2XH Kara Holt (Mon - Wed) - kareelana.holt@det.nsw.edu.au and Eileen Xie (Thurs- Fri) eileen.xie7@det.nsw.edu.au

Learning and Support Teacher – Dora Koursaris

Assistant Principal (Curriculum & Instruction) - Karla Sevenoaks

Deputy Principal Curriculum and Wellbeing – Vanessa Silva

English as an Additional Language/Dialect (EAL/D) – Bjorn Wallin and Amanda Kenny

Specialist Teachers – Meghan Ryan, Felicity Williams and Sanghee Lee

Teacher Librarian – Jenny Parkes

Regular Events:

Monday	Tuesday	Wednesday	Thursday	Friday
Library 1/2S, 1/2A and 1/2XH 2.35pm PBL lesson		Library 1/2B	Scripture/Ethics classes	Physical Education (wear sports shoes and a hat) K-2 assembly 1.40pm in the hall

School Calendar:


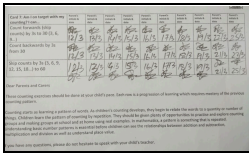
Please access the calendar of events through the school's app (SZapp). Permission notes are also attached to the corresponding event however payment and permission must be submitted through School Bytes email.

Homework:

Canterbury Public School 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. Our homework policy can be found here: https://canterburyps.schoolzineplus.com/_d/33724

In Stage 1, students still require support to start their homework activities however should begin to complete some activities independently. At home they should be encouraged to read a range of age appropriate texts and practise mathematical concepts learnt at school.

Students are expected to:

Read every night (see information on Kids Who Read Succeed) and record this in their reading log book. Please see the school app Forms & Documents for more details.	Complete the Counting Card every night and exchange completed cards for new cards with their teacher. Please see the school app Forms & Documents for more details.	Spelling Activity Grid: Pick any 3 activities from the grid each week to practise your weekly words. Return to your phonics teacher on Mondays.
		Read the section of this Term Overview called 'How you can support your child' for guidance on additional activities designed to support students across all of our Key Learning Areas.

Overview of Learning:

KLA	Term 3 Focus	How you can support your child
English	<p>Students will be focusing on the features of a narrative and how to write their own.</p> <p>This process will support students to:</p> <ul style="list-style-type: none"> develop and share imaginative ideas through oral storytelling and class discussions explore the structure of narrative texts, including characters, setting, problem (complication) and solution (resolution) use everyday language and topic specific vocabulary to describe characters and events use noun/pronoun-referencing across a text (e.g. the girl/she, the dragon/it) use descriptive words (adjectives), action words (verbs) and extra details (adverbs) to make writing more vivid and engaging use dialogue, including quotation marks and commas, to show characters speaking and develop their personalities build simple and compound sentences, and begin experimenting with complex sentences (e.g. When the sun set, the animals came out to play.) organise their writing into paragraphs that group related ideas together plan, compose and review their own narratives illustrate their stories with drawings or visual elements that add detail to their story participate in shared reading, modelled writing and group storytelling to strengthen their understanding of narrative language and structure. <p>Students will continue to engage in a range of daily lessons focusing on building the skills and knowledge required for reading and writing. Students will:</p> <ul style="list-style-type: none"> read and listen to a variety of narrative texts, including picture books, oral stories and shared class texts develop reading strategies that support fluency, expression and understanding of character voices and emotions practise comprehension strategies to explore story elements such as setting, characters, problems and solutions, and to make inferences about character feelings and motivations make personal connections to texts by asking questions such as, "What would I do if 	<p>Kids Who Read, Succeed! Encourage your child to read every night and record it in their Reading Log Book. Once they've completed 25 reads, return the log for a token and a chance to win a book prize! Read a variety of fiction texts together, especially imaginative stories. Use questions like:</p> <ul style="list-style-type: none"> What is happening in the story so far? What do you think might happen next? Who is your favourite character and why? Where is the story set? What was the problem in the story, and how was it solved? How would you change the ending? <p>Imaginative Storytelling at Home Encourage your child to make up their own stories during car rides, dinner, or quiet time. You could start a story and take turns adding parts to build it together. Try prompts like:</p> <ul style="list-style-type: none"> "Once upon a time, a tiny dragon lived in a...?" "What would happen if your pet could talk?" <p>Write and Illustrate Short Stories Support your child in writing short stories at home using simple story planners (e.g. beginning (orientation), middle (complication), end (resolution)). They can illustrate their story and share it with family members or record themselves reading it aloud.</p> <p>Use Real-Life Experiences as Inspiration After a fun weekend or holiday, ask your child to turn it into a story. "What if your visit to the beach became an adventure with a sea creature?" Encourage the use of descriptive words to bring the setting and characters to life.</p> <p>Play-Based Storytelling Use toys, puppets or drawings to act out imaginative stories together. This builds storytelling skills and confidence in speaking and sequencing events.</p> <p>Decodables and Home Readers Readers will be sent home regularly to help build fluency and confidence. Some readers also include questions and activities to support comprehension.</p>

	<p>I were the character?" or "Have I felt the same way?"</p> <ul style="list-style-type: none"> participate in group and whole-class phonics activities that support their ability to segment and blend sounds use a range of spelling strategies to attempt both regular and irregular words (e.g. using analogy to spell 'night' like 'light') apply phonics and sight words to independently writing continue to practise neat handwriting, ensuring letters are correctly formed and consistently sized to support clear storytelling have opportunities to communicate with others in guided and informal activities across different areas of the curriculum continue to develop interaction skills (e.g. actively listening, turn-taking in conversation) and explore how their communication is adjusted for different situations 	<p>Spelling Activity Grid: Choose any 3 fun activities each week to practise spelling.</p> <p>Handwriting:</p> <p>Support fine motor skills and neat writing by practising letter formation in creative ways—write in the sand, use chalk, whiteboards or rainbow writing with coloured pencils. Watch this video for guidance: Correct Letter Formation</p>
Mathematics	<p>Multiplication and division Students will:</p> <ul style="list-style-type: none"> model and use equal groups of objects to represent multiplication use arrays to distinguish between the number of groups and the number in each group when describing collections of objects solve multiplication and division problems using objects, diagrams, images, and actions share a collection of objects equally into a given number of groups to determine how many in each group Identify and describe patterns when skip counting forwards or backwards by twos, threes, fives and tens <p>Length and Area Students will:</p> <ul style="list-style-type: none"> compare, order and record using informal units of measurement compare, order and record using formal units of measurement explore units that can be used to measure our world estimate whether a measurement is reasonable consider how the selection of measuring unit affects accuracy <p>Fractions Students will:</p> <ul style="list-style-type: none"> describe the lengths of objects that include partial measurements explore the relationships between parts and a whole when describing fractions 	<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 10s - 62, 72, 82, 92). <p>Exploring Arrays</p> <ul style="list-style-type: none"> Provide your child with small objects like beads, LEGO or buttons and ask them to create arrays with equal rows and equal columns using these objects. Start with simple examples like a 2x3 array (2 rows and 3 columns) using six objects to represent 2 groups with 3 objects in each group. Challenge your child to calculate the total number of objects in an array using efficient strategies (e.g. skip counting). Practise sharing or grouping objects like toys, blocks, grapes or crackers. Have your child share a total number of items equally between a set number of people (e.g. share 12 grapes between 3 people). Ask them to explain how they know the groups are fair. <p>Paper planes measuring:</p> <ul style="list-style-type: none"> Make some paper planes with your child, and then throw them to see which ones fly the furthest. Which design results in the longest flight length. Measure the length of the plane's flight from the throwing mark to the landing spot. Here are some examples of the different ways you can do this: <ul style="list-style-type: none"> counting your child's footsteps laying down forks or pencils of the same length

	<ul style="list-style-type: none"> • understanding how a whole can be divided into two equal parts (halves) or four equal parts (quarters). • use concrete materials to model a half, quarter and eighth of a collection 	<p>Measuring around the house</p> <ul style="list-style-type: none"> • Have your child use informal units (like paper clips, blocks or hands) to measure various objects around the house. (e.g. what is the length of your table?, the area of a rug?). • After measuring, have your child write down the measurements and describe the size of each object using numbers and units (e.g. the book is 8 pegs long). • Discuss how different units of measurement can affect the numbers and why precision is important (e.g. the book is slightly less than 1 shoe in length or exactly 4 pegs. Which unit is more precise?) <p>Fraction Food</p> <ul style="list-style-type: none"> • Explore making halves and then quarters and eighths with different foods such as sandwiches, pancakes or fruit and vegetables. • Practise making halves of a collection by asking your child to share items into two groups. Ask them to explain how they know the groups are halves. Repeat the activity with quarters and eighths.
History and Geography	<p>Students will:</p> <ul style="list-style-type: none"> • Understand key features of ancient civilisations (Egypt, China, Greece, Rome) and compare them with the present. • Identify how people in the past used stories, myths and artefacts to explain the world around them. • Recognise and respect the cultural significance of Aboriginal and Torres Strait Islander traditions and artifacts. • Use maps to locate ancient and modern places and describe how people connect to and care for different environments. 	<ul style="list-style-type: none"> • Talk about the past by sharing family stories or looking at old photos together. • Read books about ancient civilisations and different cultures. • Visit museums, cultural centres or historical places to learn about the past. • Use a map or globe to find Egypt, China, Greece, Rome and Australia and look at where they are compared to each other. Which is closest to Australia? • Go to the local library to borrow books about myths and legends from a range of different cultures.

Personal Development Health and Physical Education (PDHPE)	<p>In PDH students will be focusing on two topics to keep themselves safe - Healthy Choices and Drug Education</p> <p>In <i>Healthy Choices</i> students will be learning to:</p> <ul style="list-style-type: none"> • identify food groups and explore how consuming healthy foods and drinks can benefit health and wellbeing • explore where our food comes from (farm to plate) • identify how we can practise healthy eating • learn about and discuss what makes a healthy hygiene routine • identify examples of bush tucker • explore and identify some health benefits of different types of bush tucker <p>In <i>Drug Education</i> students will be learning to:</p> <ul style="list-style-type: none"> • differentiate between over the counter, prescription medicine and illicit drugs • take medicine in safe doses administered by an adult • store medicine safely at home • read the instructions on medicine packaging • identify examples of bush medicine <p>In PE this term students are learning to:</p> <ul style="list-style-type: none"> • broaden the range and complexity of movement skills they are able to perform and learn how to apply simple movement skills and sequences individually, in groups and in teams • further develop their knowledge, understanding and skills in relation to movement by exploring simple rules and the safe use of equipment • be provided with opportunities to develop personal, self-management and interpersonal skills through movement settings (e.g. participate in an obstacle course that requires not only physical skills but also skills to work with others as a team or partners) 	<ul style="list-style-type: none"> • When eating at home, discuss what food group/s your meal contains. • Talk about where food comes from. (e.g. Where does milk come from? How are different types of vegetables grown? Where does meat come from?). • Discuss what foods are for 'everyday' and what foods are 'sometimes' foods. • Practise a healthy daily hygiene routine (e.g. brushing teeth morning and night, washing hands before eating and after going to the toilet, aiming for a set bedtime each night) • The Australian Government's https://raisingchildren.net.au/school-age provides ideas and advice on how to support your child across a broad array of categories. You can also sign up for their free newsletter. • Actively engage in conversations, encouraging questions whilst at the doctor, pharmacy or chemist. • Role play as a family what to do and who to call in the event of a medical emergency. • Read the instructions on over the counter and prescribed medication together if and when administering medicine. • Discuss where medicine is stored in your home (ideally locked away and out of reach). • Encourage your child to engage in at least 20 minutes of physical activity each day. Simple strategies include taking a ball to the park or going for a walk or scooter ride together. • Consider enrolling your child in an after-school activity that promotes physical movement, such as soccer, dance, or gymnastics. • Take advantage of the NSW Government Active and Creative Kids program, which provides two \$50 vouchers per year to help cover the cost of sports and active recreation. Apply here: Active Kids Voucher – Service NSW • Create a fun backyard obstacle course to build strength, coordination, and agility. Include movements like: Bear Crawls (moving on all fours), Frog Hops (jumping with two feet), Bunny Jumps (short two-footed jumps) and Cheetah Runs (short bursts of sprinting). • Support your child's emotional resilience by modelling a positive attitude to setbacks. Celebrate effort over results, and encourage a growth mindset by helping them reframe "I can't do this" into "I can't do this yet."
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<p>Creative Arts</p>	<p>In Visual Arts, students will continue to explore a variety of materials and techniques through drawing, collage, sculpture and painting. They will focus on fibre as a medium by learning basic stitching techniques and working together on a large-scale collaborative weaving.</p> <p>In Music, 1/2A students will perform a variety of music through singing, playing and movement. They will create and follow symbol systems to represent music, using percussion instruments and body percussion. Students will respond to a range of music and understand the different ways music is used and appreciated in the world. Students will be provided opportunities to identify beat, rhythm dynamics and pitch and create their own compositions. They will also engage in activities that enable them to express personal opinions on a variety of music including its purpose and effect on an audience.</p> <p>In Dance, students in 1/2A, 1/2B, 1/2XH will respond to a variety of music by learning, creating, and performing dances that demonstrate safe and purposeful use of space. They will explore body movements that align with rhythm, music, and imagination to convey stories or messages to an audience. Students will apply their creativity and newly developed skills while reflecting on and discussing their own and others' performances.</p>	<ul style="list-style-type: none"> ● Offer your child materials like wool, fabric scraps or ribbon to practise threading, knotting or weaving at home. ● Explore everyday objects made from fabric or fibre together—look at clothing, rugs or baskets and talk about how they might have been made. ● 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.. ● Play nursery rhymes and songs with actions ● 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. ● Listen to sounds around you (not just music) and have your child identify if they are high or low pitched, loud or soft or slow or fast. ● 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 ● Talk about movies that have dances in them that you have seen. 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) ● Share your own dance experiences (ballet classes, school dances, waltz at a wedding, own cultural dances) 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 freedom.
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Library	<p>Students will embrace the theme 'Book an Adventure' as they explore the Children's Book Council of Australia (CBCA) 2025 'Picture Book' and 'Young Readers' categories. This unit will involve reading a variety of engaging stories and participating in fun craft activities that reflect the themes in each book. As students encounter each of the shortlisted titles, they will have the opportunity to discuss their preferences and share their reasons for liking certain aspects of each text, including illustrations, encouraging critical thinking and communication skills. Students will learn about the structure of stories by exploring key storytelling terms such as 'orientation', 'complication', and 'resolution', allowing them to understand how stories are constructed and what makes them engaging.</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.cbcity.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 Language	<p>Students will:</p> <ul style="list-style-type: none"> • Introduce their family members (e.g., "This is my mum/dad/brother") using basic Korean nouns and pronouns. • Label pictures of family members (like mum, dad, siblings) using the correct Korean words (e.g., 엄마 – mum, 아빠 – dad). They will also draw and label extended family members, such as aunts (이모, 고모), uncles (삼촌), and cousins (사촌). • Explore the role of extended families in Korean society, and how those relationships may differ from what they experience at home. • Reflect on how family traditions, celebrations, and roles may be similar or different between Korea and Australia. 	<ul style="list-style-type: none"> • Encourage your child to practise introducing your family members in Korean. • Show interest in their drawings and labelled family pictures. • Talk about your own family traditions or celebrations and how they compare to Korean ones. • If possible, share family photos and talk about extended family members so your child can use them in their classwork. • Watch Korean family-themed shows or short videos together (e.g., family scenes in K-dramas or animations) and discuss what's similar or different.