



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>
Library (SC-NI and SC-DM) 3:00PM - School Assembly PBL lesson	Creative Arts (SC-DM)	Creative Arts (SC-L and SC-NI)	Library (SC-T and SC-L) Scripture and Ethics	Creative Arts (SC-T)

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.

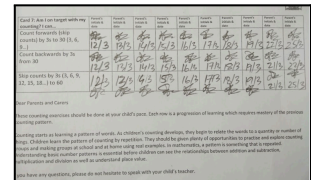
Homework

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, completed, exchange completed cards for new with their teacher.



when
cards

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>Goals Students will be working towards individual goals as discussed during your child's PLaSP (Personalised Learning and Support Plan).</p> <p>Speaking and Listening These goals will include a focus on their next steps in expressive communication through the use of visual, verbal, PECs (Picture Exchange Communication), digital (LAMP, Proloquo 2 Go, etc.) communication as appropriate to your child's stage of development and goals. We will also be using Key Word Sign (KWS) to support students' understanding and communication. KWS involves using simple signs alongside spoken words to help children express themselves, especially when speech is still developing. KWS also supports students' receptive communication by helping them better understand spoken language through visual cues and key signs.</p> <p>Writing Students will participate in a range of activities aimed at supporting their development as emerging writers. These will include fine motor tasks to strengthen hand muscles and improve control, forming a foundation for writing skills. Students who are ready to form letters will engage in personalised writing tasks aligned with their individual goals. These may involve tracing, copying scribed words or sentences, and writing with the support of scaffolds and verbal prompts. Additionally, students will take part in collaborative writing experiences based on topics around animals, places around the school (aligned with our Geography unit), feelings and emotions, objects and human actions.</p> <p>Reading Students will engage in shared and guided reading sessions using nursery rhymes, simple texts, decodable readers or levelled readers. Students already reading will focus on developing fluency, while other students will work on reading behaviours including tracking words on a page with their fingers or eyes, turning pages one at a time and focusing on the words and pictures as they are read to. All students will work on developing comprehension and ways to express this through communication methods consistent with their personal goals.</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 patterns and algebra. 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 an understanding of early multiplication by exploring equal groups using real objects. With support, they will learn to group items (like counters or blocks) and recognise that equal groups can be counted to find the total. Students will participate in lessons on patterns and algebra learning to recognise and continue simple repeating patterns using colours, shapes, or everyday objects. With support they will build their understanding of how patterns work and what comes next in a pattern sequence.</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 and Key Word Signs (e.g. certain and impossible) to describe the likelihood of events happening.</p>
Geography	<p>People and places This unit emphasises the geographical concept of 'place', delving into the importance and characteristics of different locations in students' lives. They will study places of importance in their lives such as locations around the school. This learning links directly to the writing unit, where students will practise writing about familiar places around the school and describing what each space is used for.</p>
Personal Development, Health and Physical Education	<p>PD/H 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) 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.
<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, Amanda Kenny, Christine Nasser, Grace Valastro and Anaita Talati</p>	

PTO for how to help at home...

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 position and 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: canterburyyps Password: canterburyyps

CORRECT LETTER FORMATION FOR LOWER CASE LETTERS USING NSW FOUNDATION FONT

