



Support Unit Term 4 Overview, 2025

Teachers and SLSOs

SC-T Anaita Talati (Assistant Principal), Keiko Seino,
Nadia Kamal, Louise Little
anaita.talati2@det.nsw.edu.au

SC-V Grace Valastro, Sonya Nassif, Louise Little, Karen Quinn
grace.valastro@det.nsw.edu.au

SC-L Robert Lay, Nadia Kamal, Keiko Seino
robert.lay7@det.nsw.edu.au

SC-DM Sadie Davies and Amanda Kenny, Najmeh Saeian, Yukiko Arita, Louise Little
sadie.davies@det.nsw.edu.au
amanda.kenny5@det.nsw.edu.au

SC-NI Christine Nasser and Amanda Kenny, Chitra Sonaian
Yukiko Arita
christine.nasser@det.nsw.edu.au
amanda.kenny5@det.nsw.edu.au

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

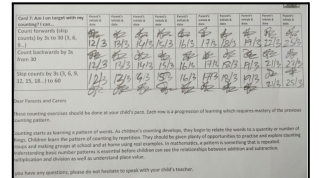
Canterbury Public School's [homework policy](#) acknowledges the importance of family life and active pursuits of children. We especially appreciate the importance of individual therapy sessions and the time and effort it takes for parents and carers. We encourage families to plan their time to complete 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, 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 4, 2025

Learning Areas	Term 4 Lesson Focus
English	Goals Students will be working towards individual goals as discussed during your child's PLaSP (Personalised Learning and Support Plan). 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. 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 engage in collaborative writing experiences inspired by images of characters and stories they enjoy, such as Bluey and Peppa Pig. 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. This could include matching photographs, pictures or symbols to familiar words or objects to support comprehension.
Mathematics	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. Money lessons will concentrate on differentiating between notes and coins and using the correct language. Division lessons will focus on developing skills to divide collections of objects equally among two or more people. Measurement and Geometry Students will participate in lessons on volume and capacity to determine the amount of liquid a container can hold. Students will explore common 2D shapes by making collections (e.g. putting all the triangles together) and describing some features. During length lessons, students will compare objects of different lengths to work out which is longer.

History	Present and Past Students will explore the many ways Aboriginal Peoples connect with Country. Each day, they will take part in an Acknowledgement of Country and engage with Aboriginal stories that highlight these connections. Using pictures and objects, students will investigate how things change over time, recognising the difference between items from the past and those from the present. They will also reflect on their own families by discussing who their family members are, where they were born and raised, and how they are related to one another.
Personal Development, Health and Physical Education	PD/H This term, students will engage in Drug Education lessons, where they will gain knowledge on the proper use of medication under adult supervision. Additionally, students will be instructed on safe storage practices for medicines and poisons, emphasising the importance of keeping them out of reach of children. They will also receive guidance on identifying sources of help in case of illness and the emergency services available to assist them. PE (Sport) Students will participate in weekly physical education lessons with peers to develop their fundamental skills. They will be involved in activities that focus on gross motor development such as balancing, jumping, climbing, catching, throwing and kicking. Students will engage in modified games and activities to develop teamwork and social skills.
Creative Arts	Visual Arts In Visual Arts, students will continue to play and experiment with a range of mediums including drawing, collage and painting. They will identify and use shape and colour as they explore still life, inspired by artists Paul Cezanne and Cressida Campbell. How you can support your child • Look closely at everyday objects together and talk about the shapes and colours you see. • Help your child make a simple still life artwork with materials at home - enjoy the process, not perfection. Music 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 learn 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. Students will create rhythmic patterns using body percussion and percussion instruments. How you can help your child • Play a variety of different styles of music 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 (e.g. chopsticks, pots, bowls) and have your child 'echo' the rhythm back to you.

During Term 4, 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.

Kind regards

Support Unit Teachers,

Robert Lay, Sadie Davies, Amanda Kenny, Christine Nasser, Grace Valastro and Anaita Talati

How can you help at home?

Mathematics

- 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

- 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:
 - 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. *On Sunday, I went to Bondi beach with my family. We went swimming and had ice cream.* 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

