



Support Unit Term 4 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

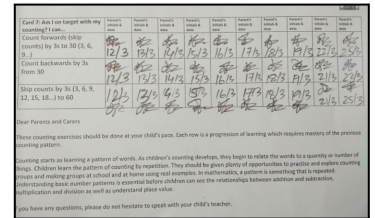
Canterbury Public School's homework policy acknowledges the importance of family life and active pursuits of children. We especially appreciate the importance of individual therapy sessions and the time and effort it takes for parents and carers. We encourage families to plan their time to complete the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

Learning Areas	Term 4 Lesson Focus
English	Reading Students will continue to develop skills in reading and viewing (including comprehension) using appropriately levelled texts. 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. 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.
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 fractions. 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.
Science and Technology	Stage 1 The Physical World unit focuses on the identification of light, sound and heat energy, and how they are sensed and produced. This unit allows students to further develop their understanding of forces and energy and how these can be used for specific purposes in products.
Geography	Stage 2 Students will explore and compare the natural and human-made features of Australia and its neighbouring countries, identifying both similarities and differences. They will examine how these features are influenced by factors such as climate, settlement patterns, and population characteristics. Students will examine how people's sense of connection or disconnection to places influences their decisions and behaviours, including whether they take action or remain inactive in protecting those places and environments.

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 Students will participate in weekly physical education lessons with peers to develop their fundamental ball skills. They will be involved in activities that focus on gross motor development such as catching, throwing, kicking and shooting a ball. Students will engage in games 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.

Library	Students will participate in discussions surrounding cyber safety, focusing on how to apply safe and ethical practices as they interact with online learning and communication. Lessons drawn from the eSafety Commissioner's website will help students develop a deeper understanding about the importance of password security, protecting their private information and who to ask for help if they encounter inappropriate or distressing material online. How you can help at home: • Set a reminder in your phone to place library books in your child's school bag the night before library lessons. Encourage your child to be part of this routine to develop independence. • Keep reading to and with your child! This tends to drop off as students become independent readers but is still a valuable and bonding routine in their literacy development. • Discuss your child's use of technology at home. What boundaries can you put in place to help keep them safe online? What rules do you have around respectful and healthy use of devices in the home (e.g. no devices at the dinner table, time limits and no screen time before bed)? • Help your child identify which adults they can come to if something goes wrong when they are using a device at home (e.g. they are exposed to scary or inappropriate content). • Consult the eSafety Commissioner's website for parents at https://www.esafety.gov.au/parents to learn ways to keep children safe online.
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, Christine Nasser, Amanda Kenny, Grace Valastro and Anaita Talati	

Turn over the page to see how you can help at home with English and mathematics.

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 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. <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 Password: canterbury

CORRECT LETTER FORMATION FOR LOWER CASE LETTERS USING NSW FOUNDATION FONT

