

2025 Term 4 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 Jenny Parkes (Fri)- jenny.parkes@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 - Tues) - karaelana.holt@det.nsw.edu.au and Jacqui Goulder (Wed - Fri)-

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

School Calendar:

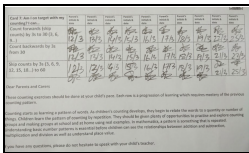
Please access the calendar of events through the school's app (SZapp). Permission notes are also attached to the corresponding event however payment and permission must be submitted through School Bytes email.

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 4 Focus	How you can support your child
English	Students will be focusing on the features of a persuasive text and how to write their own. This process will support students to: • identify the audience and purpose of persuasive texts • identify opinions and arguments in a text • use reasoning to support arguments • reason using 'because' statements to further explain arguments • understand that the way we use words can persuade others to agree or disagree with our ideas • make intentional word choices to enhance precision of meaning and ideas in a text (e.g. using 'incredible' in place of 'good'). • uses modal verbs to show certainty or obligation in writing (e.g. <i>should, have to, must</i>) • use commas to separate and list ideas • use punctuation, including exclamation marks, accurately and for effect • build simple and compound sentences, and continue to experiment with writing complex sentences • write paragraphs that contain a single idea, beginning with a topic sentence and including supporting evidence with elaborations • plan, compose and review their own persuasive text Students will also be focusing on the features of poetry and how to write their own. This process will support students to: • identify and use figurative devices in texts (e.g. rhyme, rhythm, repetition, alliteration and onomatopoeia) • discuss how poetry uses descriptive and expressive language to evoke feelings and imagery • create a variety of poems (e.g. acrostic, haiku, cinquian, shape and sensory poems) • read poems and rhymes	• Read persuasive picture books that include persuasive language or opinion-based plots. Examples include <i>The Day the Crayons Quit</i> by Drew Daywalt and <i>Don't Let the Pigeon Drive the Bus!</i> by Mo Willems. After reading, discuss the purpose of the book, the intended audience and the arguments/reasons provided. Ask your child questions about if the reasons were convincing. • Encourage expression of opinions supported with reasons. For example, ask questions such as: <i>Which is better, cats or dogs? Why?</i> Provide sentence starters like: <i>"I definitely think ___ because ___"</i> or <i>"I strongly believe ___ because ___"</i>. • Choose a favourite toy and explain why it is the best. Use examples such as: <i>"My teddy is my favourite toy because it is very soft and helps with sleep."</i> Extend the task by encouraging persuasion of a sibling or another person to play with the toy as well. • Engage in role-play scenarios that involve convincing someone of something. For example: reasons for having ice cream after dinner, staying up late, or wanting a new toy. • Discuss how advertisements are persuasive. • Identify rhyming words by finding or making up words that rhyme (e.g. cat → bat, hat, mat). • Listen to poems being read online at childrens.poetryarchive.org and discuss the poem's topic, the emotions created and the most enjoyable aspects. • Identify examples of figurative language devices in poems read. • Clap, tap, or move to the rhythm by keeping time with each beat or syllable in a line of poetry. Include actions or gestures for key words in poems. • Read and perform poems, tongue twisters and rhymes aloud with expression and rhythm.
Mathematics	Multiplication and division Students will: • model and use equal groups of objects to represent multiplication	• Play Fish Bowls: You will need a die, some paper and a pencil. The first roll of the die determines how many fish bowls to draw. The second roll determines how many fish go in each bowl. Then your child writes the number

	- 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 Chance: Students will: - identify possible outcomes of familiar activities and events (e.g. When I roll a die I have an equal chance of getting numbers 1-6) - describe the chance of possible outcomes for familiar activities and events (e.g. it is likely to rain today but unlikely to hail) Time: Students will: - read analog clocks to the half-hour using the terms 'o'clock' and 'half past' - describe the position of the hands on a clock for the half and quarter hour time - describe everyday events with particular hour and half-hour times - make connections between analog and digital clocks Position Students will: - explore position, direction and movement - use positional language, e.g. forwards, backwards, left, right, between, next to - give and follow simple directions - describe the movement of Bee Bots (programmable floor robots) - create and follow a sequence of steps	sentence that will help them answer the question, "How many fish in all?" For example, I roll a die and get 4 so I draw 4 fish bowls. I roll again and I get 3 so I put three fish in each bowl. Then I write $4 \times 3 = 12$ and that tells me that there are 12 fish in total. - Play Feed the Puppies: You'll need some small objects (like pasta pieces or blocks). Roll the die twice. The first roll is how many treats you have. The second roll is how many puppies need feeding. Share the treats equally so every puppy gets the same number. If each puppy gets an equal number you are awarded a point. Write or say the division sentence. For example, if I roll a 6 and then a 3, 6 treats are shared between 3 puppies. Each puppy gets 2 treats. Write $6 \div 3 = 2$. Challenge: use 2 dice to make the first roll a 2 digit number e.g. a 4 and 5 could make the number 45. - Play Yahtzee and discuss the likelihood of rolling certain combinations of dice. - Measure how long it takes to do different tasks (e.g., brushing teeth, running around the yard) using a stopwatch. Discuss the results and compare times. - Create a chart of daily activities, marking when each happens using half past and quarter times e.g. wake up at half past seven and dinner at quarter past six. - Encourage looking at the clock and reading the time a number of times throughout the day. - Use positional language in everyday situations, e.g. "Can you put your bag <u>next</u> to the door", "Your IPAD is <u>on</u> the table". - Create simple treasure hunts, e.g. hide a toy and give clues using position words, e.g. "Go forward four steps, then turn right". - Talk about directions while driving or walking. Point out left and right turns. Discuss what is beside or behind you?.
Science and Technology	Students will: - identify sound, light, heat, movement and electricity as forms of energy - explore sources of sound, light and heat energy. - investigate how forces move objects - design and develop shadow puppets, demonstrating understanding of movement and light energy	- Identify sources of sound, light and heat in your daily life (e.g. shadows, clocks ticking). - Go on a switch hunt to point out things that work with electricity (e.g. lights, fans, TV) and talk about how turning on and off the switch would affect them. - Talk about how forces can affect objects (e.g. when riding a scooter you push to move).

Personal Development Health and Physical Education (PDHPE)	In PDH students will: • demonstrate actions that contribute to respectful relationships • describe choices and actions that contribute to a safe environment • describe how connecting to family, people, groups and places contributes to health and wellbeing • demonstrate sun safety behaviours and explain how responsible actions enhance protection of the eyes and skin • demonstrate water and local environmental safety behaviours and explain how responsible actions enhance safety at home and in the community In PE this term students are learning to: • explore how to play games successfully using simple tactics • play games in small teams and with a partner • develop movement skills to enhance their coordination and confidence within a game	• Practise using kind words, sharing, and taking turns with family members to show respect and care for others. • Talk about ways to stay safe at home, such as using household equipment carefully and asking for help when needed. • Before going outside, apply sunscreen, and wear a hat and sunglasses. Explain to a family member how these actions help protect the skin and eyes. • Discuss and model safe behaviours around water, such as always swimming between the flags, staying with an adult and keeping a safe distance from deep or fast-moving water. • Play simple games together to practise moving into a space and changing direction, e.g. tag, piggy in the middle. • When playing any game together encourage teamwork, turn taking and communication skills. • Talk about strategies, e.g. "Why did you decide to run that way?" • Praise and model good sportsmanship and being a good teammate rather than focusing on winning.
Creative Arts	In Visual Arts, students will explore a range of materials and techniques through drawing, collage, and painting. They will develop their observational drawing skills, learn colour mixing through still life studies, and take inspiration from artists Paul Cezanne and Cressida Campbell. In Music, 1/2B, 1/2S & 1/2XH 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. They will be provided opportunities to identify beat, rhythm dynamics and pitch and create their own compositions. Students 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. In Music, 1/2A students will continue to perform a variety of music through singing, playing and movement. They will create and follow symbol systems to represent music, and create personal and group constructions following these written symbol systems They will perform using voice, body and percussion instruments. Students will respond to additional genres of music and understand the	• Encourage your child to observe objects around the home and notice their shapes, colours, and details. Have them draw a favourite toy. • Provide simple materials like pencils, paper, or collage scraps so they can experiment with colour mixing and composition inspired by everyday objects. • 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. • Ask your child to identify sounds around you (not just music). Are they high or low pitched, loud or soft or slow or fast? • Read stories to your child 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 an instrument

	different ways music is used and appreciated in the world. Students will be provided with further 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.	
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.	• 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.
Korean Language	Students will learn to introduce various people using formal greetings for adults and informal greetings for friends. They will practise introducing family members and classmates by name, using pictures to make sentences. Drawing pictures of friends and guessing who they are is a great activity that helps students naturally learn and use their friends' names and characteristics. Using drawings makes it easier to remember visually and asking questions about the pictures encourages fun and engaging conversations, increasing student participation. Through role-play, students will use these expressions in real conversations, helping them remember vocabulary and speak confidently and clearly.	• Encourage your child to talk about friends and family using names and facial features they've learned in Korean class. • Watch shows or read books about families in the Korean language • Perform simple role-play games at home about family and friends, this can boost confidence and make learning fun.