

Stage 2 Term 4 Overview 2025

Team:

3/4P – Pamela Phillips pamela.phillips4@det.nsw.edu.au

3/4R – Rana Matar rana.matar@det.nsw.edu.au

Stage 2 Assistant Principal and 3/4M – Anna Murray anna.murray2@det.nsw.edu.au

Learning and Support Teacher – Gaby Aitkin as required

Assistant Principal Curriculum and Instruction – Karla Sevenoaks

Deputy Principal Curriculum and Wellbeing – Vanessa Silva

English as an Additional Language/Dialect (EAL/D) – Bjorn Wallin as required

Specialist Teachers – Sang hee Lee, Felicity Williams and Meghan Ryan

Teacher Librarian – Jenny Parkes

Regular Events:

Monday	Tuesday	Wednesday	Thursday	Friday
PBL lesson	Physical Education*	Library 3/4P	Library 3/4R and 3/4M Homework due	PSSA or School Sport* Summer PSSA ends...??? Homework distributed

*wear joggers, sunscreen and a hat

Homework:

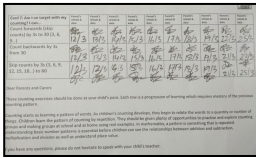
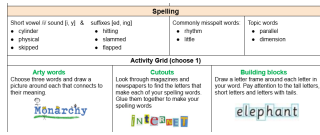
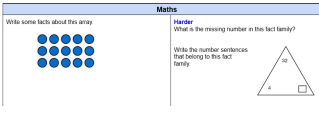
The homework policy acknowledges the importance of family life and active pursuits of children and encourages students to plan their time to complete the set tasks within the constraints of their after school commitments.

https://canterburyps.schoolzineplus.com/_d/33724

In Stage 2 students are expected to work more independently. At home they should be encouraged to read a range of texts and practise mathematical concepts learnt at school. In addition, please use student work posted on Seesaw to prompt discussions at home as this can help consolidate your child's understanding of new concepts and skills.

Homework is shared at the beginning of each term as a paper copy and through Google Classroom, which students can access at home on a browser. Homework tasks are due to teachers for feedback on Thursdays.

Students are expected to:

Read every night (see information on Kids Who Read Succeed) and record this in their reading log book.	Complete the Counting Card every night and exchange completed cards for new cards with their teacher.	Complete spelling activities each week Words for the whole term were supplied by class teachers in Week 1. Access also available on Google Classroom.	Complete a maths task each week and explain their thinking. Tasks have a harder option to challenge students as needed. Supplied in Week 1. Also on Google Classroom.
			

School Calendar:

Please access the calendar of events through the school's website or SZapp to find information about events. Payment and permission must be submitted via the link in the email sent by School Bytes for each event.

Extracurricular Activities:

Canterbury Public School offers a wide range of extracurricular activities. Most clubs are full but you can check with the office for clubs with spaces.

KLA	Focus	How you can support your child
English	Students will write imaginative stories about the animal, bird or insect they researched and wrote informative texts about in Term 3. As part of this unit students will further investigate how authors ensure their writing suits the audience and purpose through a study of quality mentor texts. Students will learn about visual literacy and how illustrators make design choices to draw the viewer's focus and create a mood. Students will apply this knowledge to illustrate their writing. The unit culminates in students publishing their own informative and imaginative picture book and sharing it with younger students.	• Kids Who Read, Succeed!: Encourage your child to read every night and record this in their Reading Log Book. Return the Log Book after every 25 reads in order to receive a token and a chance to win a book prize. For details see forms and documents on SZapp or SBapp. • Ensure your child has access to a wide range of reading materials. Visit your local library or bookstore together and check out the wonderful and varied range of books out there. • Enable your child to listen to quality texts being read, either by an adult or through the ABC Listen App (which has both imaginative and informative audio books and podcasts) • When reading, discuss what the author's purpose is and how this changes the language they use (e.g. compare a novel with a recipe).
Mathematics	Students will explore and connect mathematical concepts to solve problems and communicate their thinking and reasoning clearly. Students will build on number and algebra understandings in all lessons. <u>Place Value</u> Students will apply an understanding of place value and the role of zero to represent numbers to at least tens of thousands and transfer this to solving problems <u>Addition and Subtraction</u> Students will select and use mental and written strategies for addition and subtraction involving 2- and 3-digit numbers. They will complete number sentences involving addition and subtraction by finding missing values. Students will transfer their understanding to problems involving money. <u>Fractions</u> Students will represent and compare halves, quarters, thirds and fifths. They will investigate the related fractions formed by halving (eighths, sixths and tenths). <u>Mass</u> Students will estimate, measure and compare the masses of objects using kilograms and grams	• Complete the Counting Card homework every night. Please ask your class teacher for a new card when needed. For details see the Forms and Documents tile on SZapp. • Support your child to use physical money in real world applications (e.g. paying for goods and calculating change). • Develop your child's understanding of budgeting by paying them to complete small chores with the intention to save for a goal. • Use maths in the real world (e.g. what is the difference in scores at the end of the sports match?) • Encourage your child to complete the weekly maths homework task to deepen their understanding of concepts taught in class. Each activity also has a harder option to challenge students as needed. • Check out the Department's resources on the Maths Hub for suggestions on how to engage with mathematics at home. https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/mathematics/everyday-maths-hub • Use the kitchen to develop mathematical understanding by measuring the mass of ingredients when cooking.
Science and Technology	This program is a continuation from learning in Term 3. Students will be learning about living things with a focus on Australian plants and insects. Building on investigations in Term 3 students will be designing a system to promote seed germination and seedling growth. Students will also be investigating the properties of eucalyptus oil. Students will test theories through a scientific experiment.	• Spend time in nature observing how plants, animals, birds and insects depend on each other for survival. • Encourage drawing in nature with a focus on scientifically recording details. • Look for eucalyptus trees flowering in September and harvest the gumnuts. • Enjoy the Wolli Creek walk (4km return) through National Park between Campsie to Bexley North. https://www.nationalparks.nsw.gov.au/things-to-do/walking-tracks/wolli-creek-walking-track

		Volunteer at a local landcare group to support bush regeneration in our local area https://landcare.nsw.gov.au/groups/cooks-river-valley-association/
Personal Development Health and Physical Education (PDHPE)	PDHPE prepares and supports students to lead, and contribute to, healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others. In PDH, we will be learning about keeping ourselves safe around water, roads and in the sun. In PE, students will be playing a variety of games to build movement skills, foster cooperation and develop inclusive practices. In PBL, we will continue to practise tools to regulate our emotions so that we are ready to learn.	- Set an appropriate bedtime to ensure your child is getting enough sleep. - Encourage your child to take responsibility for their health by letting them prepare all or part of a healthy lunch box. - Support your child to navigate the Kids Helpline website so that, should they ever need free and confidential support or advice, they can access it independently https://kidshelpline.com.au/ - Try a new sport, either formally through a club or informally as a family. - Check the PBL update in the school newsletter and discuss the learning focus. Consistent language and practise between school and home can make these skills more automatic.
Creative Arts	In Visual Arts, students will continue to generate their own ideas for art making with the opportunity to explore a range of mediums including drawing, collage, painting, digital art and fibre. They will explore the art of typography through observational drawing and collage, and develop their own unique text artwork. In music, 3/4P and 3/4R students will perform a variety of music through singing, playing and moving, demonstrating an understanding of the music using their voices, body percussion and percussion instruments, and other available sound sources. They will improvise, experiment, select and combine musical ideas to form simple musical structures and notate these ideas using commonly understood symbols. Students will be provided with opportunities to identify musical concepts in their performing, organising sound and listening repertoire including duration, pitch, rhythm, beat, dynamics, and structure. They will be given opportunities to create, perform and discuss compositions. In music, 3/4M students will continue to perform a variety of music through singing, playing and moving, demonstrating an understanding of the music using their voices, body percussion and percussion instruments, and other available sound sources. They will further explore formal rhythm notation to follow, create and perform compositions and explore form, glockenspiels and create soundscapes to accompany fairy tails, including prior knowledge of including duration, pitch, rhythm, beat, and dynamics. Further experience interpreting a range of musical genres will give students an opportunity to discuss performances and works of others using appropriate musical terminology to explain their opinions.	- Encourage your child to notice different letter styles in signs, books, or packaging, and talk about how these designs express different moods or ideas. - Provide simple materials like paper, magazines, and glue so they can cut, draw, or collage letters to create their own text-based artwork at home. - 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. - 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 and create their own. - Create word rhythms using common items such as fruit or vegetable names, sports, colours and names. Eg leek pumpkin aubergine pumpernickel. - Read stories to your child with a soundtrack in the background to enhance the mood of the book (e.g. Upbeat contemporary music for a modern feel good story). - Discuss the possibility of learning an instrument. - Discuss what music you like and grew up with and sing known songs. - Take opportunities to see and or hear musical performances live (street fairs, concerts, radio concerts).

Library	Students will be using rich texts including 'Where the Forest Meets the Sea' and 'Deep' to compare and contrast differences between fiction and non fiction texts. They will create informative texts to complement narrative stories. This will culminate in creating a 'faction' (combination of fiction and non fiction) book with a partner that showcases both narrative and informative texts side by side.	• Do a deep dive on the author of 'Where the Forest Meets the Sea', Jeannie Baker. Her collage creations are incredible: https://www.youtube.com/watch?v=0QwNIsMXGmE • Set a reminder in your phone to pack library books to return the night before your child's library lesson. Have them find and pack the books to encourage responsibility and independence. • Encourage your child to set and achieve fun reading goals. Make it a game like a bingo board to tick off - such as 'read a book outside', 'read a book inside a cubby house' or 'share a story with someone who can't read to themselves yet'.
Korean	Students will learn to discuss Korean food and drinks, express opinions, and use appropriate language to ask about and negotiate prices. The program focuses on market interactions, where students identify and describe common Korean fruits, vegetables, and dishes, and practise using Sino-Korean numbers when shopping. Students will engage in role-plays to buy and sell items at a Korean-style market, using culturally appropriate expressions, etiquette, and familiar vocabulary, adjectives, and phrases to interact with their peers.	Parents can support their child by encouraging them to talk about Korean food and drinks at home and helping them practise using Korean numbers when discussing prices. They can watch Korean shows or animation together and talk about the foods that appear such as tteokbokki떡볶이 or ramyeon 라면. Families can also try simple Korean recipes or visit a Korean market (K-mall) to explore the culture and reinforce what students learn in class.