

2025, Term 4 Overview - Stage 3

Team:

5/6A - Carmel Aiello - carmel.aiello1@det.nsw.edu.au

5/6M - Maki Blumer - maki.blumer2@det.nsw.edu.au

5/6BA - Amy Akiki - amy.akiki1@det.nsw.edu.au

5/6K - Mark Healey - mark.healey4@det.nsw.edu.au

Stage 3 Assistant Principal – Carmel Aiello

Learning and Support Teacher – Gaby Aitkin (as required)

Deputy Principal Curriculum and Wellbeing – Vanessa Silva

Assistant Principal Curriculum and Instruction – Karla Sevenoaks

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

RFF Teachers – Meghan Ryan, Felicity Williams & Amanda Kenny

Teacher Librarian – Jenny Parkes

Regular Events:

Tuesday	Wednesday	Thursday	Friday
Library for 5/6A & 5/6M Sport for 5/6H (hat and joggers) PBL Lesson	Library for 5/6BA Sport for 5/6A and 5/6BA (hat and joggers)	Scripture/Ethics Library for 5/6H Sport for 5/6M (hat and joggers)	Virtual assembly (families can access via newsletter) Summer PSSA/ School Sport for non-PSSA students (wear sports uniform, hat and joggers)

Extracurricular Clubs

Canterbury offers an impressive array of extracurricular clubs and programs. These programs cater for all ages and interests and are designed to foster students' abilities and love of music, the arts, science, technology, engineering, mathematics, the environment and more. There is something for everyone! Please check with the office for more information.

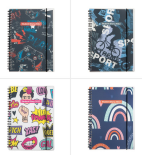
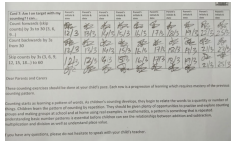
What's on this term?

Please access the calendar of events through the school's app (SZApp). Permission notes are attached to the corresponding event. 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 and encourages students to plan their time to complete the set tasks within the constraints of their after school commitments. In Stage 3, 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 Stage 3, homework with weekly activities is distributed at the beginning of the term. A PDF version can also be found on your child's Google Classroom.** Homework books are due to teachers on Thursdays and returned to students on Fridays. Please visit our school website for more information about our homework policy or follow this link: <https://bit.ly/3uNbVXS>

Students are expected to:

Log important dates and events in their student diary and plan for homework 	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 a writing task twice a term. To be complete by end of Week 5 (21/5/20): Imaginative Writing (English) In English, we are studying the novel Blueback. Write an imaginative text as if you are Blueback. Your text will start when Abel leaves Longboat Beach to study. Have a think about these questions to help start your story: - Abel and Dora notice changes in the sea; does Blueback also notice these changes? - How does Blueback feel about Abel and Dora? - How does Blueback feel about the other characters in Longboat Beach? (e.g. Mad Macka, Costello). - What does Blueback do when Abel leaves? You will need to structure your imaginative text with an introduction, complication and a resolution. Consider your complication and how Blueback could resolve it. We are looking for: - Links between your writing and Blueback (e.g. characters, setting, themes) - Descriptive language - Figurative language (e.g. metaphors, similes and personification) 1 page in length	Complete a differentiated maths task each week and explain their thinking. 2D Shapes - Week 3 (7/5/20) The ancient Egyptians were said to make right-angled triangles using a rope which was knotted to make 12 equal sections.  If you have a rope knotted 12 times like this, what other triangles can you make? (You must have a knot at each corner.) Write these in your homework and show your working out. Extension: What other shapes can you make with equal sides and equal angles? Parent/Carer sign: _____	Complete spelling activities each week. Alliteration: Write a few sentences for your phonological words using as much alliteration as possible e.g. <i>The big, bad bear scared all the baby bunnies by the bushes.</i>

KLA	Term 4 Focus
English	Students will continue to explore the purpose of a call to action and finalise their presentation of their persuasive text as a speech to the class. Students will: • Discuss how language is used to achieve a persuasive purpose for a range of audiences and contexts. • Understand how authors often innovate on text structures and play with language features to achieve particular persuasive purposes. • Deconstruct and analyse a text for persuasive writing features. • Compose, edit and verbally present a well-structured and coherent persuasive text. Students will focus on the following textual concepts throughout the program: • Literary Value: Certain texts have been designated as highly valued, as they have been declared by experts to have universal and timeless appeal. This does not include the values expressed in a text, but refers specifically to how one can attribute worth to a text in terms of its value. • Argument: Using persuasion to produce a position or resolution supported by evidence. Argument doesn't need to be combative, and can build collaboration to solve complex problems. • Code and Convention: The basic elements of speech, writing and visual language convey meaning when they combine in commonly understood arrangements or patterns. Code and convention help us find meaning in and through texts. After this, students will read and analyse The Ballad of Mulan exploring the themes, language, historical context and cultural assumptions of the text. Working on fluency, they will create a multimodal text reciting the poem over drawn illustrations. Following this, students will view the animated film Mulan (1998), making comparisons with the ballad, identifying and analysing multimodal features, exploring how themes (family values, gender expectations, loyalty, etc.) are constructed and evaluating how effectively the film addresses these concepts.
Mathematics	Students will continue to extend their number sense, applying knowledge and skills to different problem solving tasks. This will include the development of mathematical language and understanding through study focused on: • Collect categorical and discrete numerical data by observation or survey • Choose and use appropriate tables and graphs • Describe and interpret different datasets in context • Interpret and compare a range of data displays • Interpret data presented in digital media and elsewhere • Decimals and percentages: Recognise that the place value system can be extended beyond hundredths • Decimals and percentages: Compare, order and represent decimals • Applies known strategies to add and subtract decimals • Mass: Choose appropriate units of measurement for mass • Mass: Connect decimal representations to the metric system • Mass: Convert between common metric units of mass • 3D objects: Compare, describe and name prisms and pyramids • 3D objects: Connect three-dimensional objects with two-dimensional representations • 3D objects: Construct prisms and pyramids • Volume: Choose appropriate units of measurement for capacity • Volume: Use displacement to investigate volumes of irregular solids • Volume: Connect decimal representations to the metric system • Volume: Use cubic metres for measurement of volume • Volume: Recognise the multiplicative structure for finding volume • Volume: Find the volumes of rectangular prisms in cubic centimetres and cubic metres
Geography	Students will investigate how people change the natural environment in Australia and other places around the world. They will also explore how the environment influences the human characteristics of places. Students will examine ways people influence the characteristics of places, including the management of spaces. Students will explore these concepts through the use of visual representations including maps, graphs, data tables, column graphs and line graphs.
Personal Development, Health and Physical Education (PDHPE)	PDH: Students will explore situations that may cause lifestyle diseases or injury and propose actions that promote health and safety through road safety education. They will then analyse the health benefits of messages promoted in the media through sun safety education. PE: Students will continue to work in groups to implement feedback and refine their presentation of a physical education lesson to a new class based on skills in a sport of their choosing. They will deliver the lesson to a new class throughout Term 4.
Creative Arts	In Music, students will be revisiting the elements of music (beat, tempo, rhythm, pitch, dynamics and form or structures) through singing, creating and performing. Students will be exposed to a range of musical genres and performances of others and discuss their own reactions and interpretations using descriptive and musical terminology. They will also have opportunities to showcase their instruments, play with a range of percussion instruments including glockenspiels and create compositions using formal musical notation inspired by different musical styles. 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. With a focus on drawing, they will learn techniques for using tone to add depth and dimension to their work.
Library	Students will use non fiction texts and online investigation to examine the sustainable management of environments to source food and fibre. Taking on the role of a virtual farmer, students will explore examples of managed environments used to produce food and fibre, such as cattle farms and timber plantations. This information will be used to design a sustainable farm or factory to produce a product such as cotton, beef or timber.

KLA	<i>How parents and carers can help</i>
English	• Read for enjoyment. • Support your child to complete writing tasks in the homework grid and encourage independence as appropriate. • Kids Who Read, Succeed: Encourage your child to complete 20 minutes of personal reading each day. • Refer to your child's Semester 1, 2025 report for suggested areas of revision. • Discuss persuasive texts you encounter, such as advertisements, petitions, political speeches and press conferences. • Research and discuss how young activists (e.g. Greta Thunberg) have advocated for a call to action through different modes of text (e.g. speeches, posters, campaigns, etc). • View films together and discuss different camera angles, shots and other visual story techniques that the filmmakers have used. Ask your child what the purpose of using a particular camera angle could be. For example, a low-angle shot is used to make the subject look strong and powerful. • Discuss symbolism used in films, television or book series such as special objects/items, etc. Ask your child to think about what the message of the symbolism being used could be. For example, a dove could represent peace in a film. • Discuss the purpose of texts you read with your child: to entertain, persuade or inform and what features give away the purpose. • Send your child to Homework Club if you need support. More information can be found on the Homework Grid.
Mathematics	• Assist your child in completing the counting card homework every night. Model how practice and perseverance lead to improvements. • Assist your child in completing their Mathematics homework for the week. • Refer to your child's Semester 1, 2025 report for suggested areas of revision. • Visit the Everyday Maths Hub developed by DoE for engaging activities: https://bit.ly/3ci30CK • Ask your child, "How do you know?" when they give you a response to a problem involving maths. In class, we call it 'Explain your brain'. • Send your child to Homework Club if you need support. More information can be found on the Homework Grid.
Geography	• Discuss your local natural environment with your child, with a focus on how it has changed over time. • Explore local examples of the community working to change or conserve the environment. Some local examples include the Greenway corridor, rejuvenation of the Cooks River, the Canterbury Racecourse Planning Strategy, and the Canterbury Town Centre Master Plan. • Discuss possible positive and negative consequences of changes people have made to the local environment, for example the development of apartment blocks around Canterbury railway station. • Identify natural and built landmarks around your community, including what makes these landmarks important and significant.
Personal Development, Health and Physical Education (PDHPE)	• Incorporate fitness techniques and challenges into weekday and weekend activities. • Discuss protective strategies with your child, including 'No, Go, Tell'. • Support your child in identifying trusted adults in their home life, including parents, close relatives, family friends, etc. • Read the fortnightly newsletter for PBL updates and discussions you can have at home with your child. • Encourage your child to visit https://www.esafety.gov.au/kids or https://kidshelpline.com.au/ for tips about how to be safe online. There are some additional parent resources available here as well about online safety. • Discuss road rules and appropriate safety strategies as a pedestrian and road user (e.g. on a bike, scooter, etc.). Visit https://www.safetytown.com.au/families/ for practical strategies to specific scenarios. • Encourage sun safety strategies when playing outside. Visit https://www.sunsmart.com.au/ for further details. • Incorporate fitness techniques and challenges into weekday and weekend activities. • Model a positive growth mindset and talk to your child about school lessons focused on a growth mindset. Praise your child for effort rather than achievement to foster a sense that hard work and persistence are valued. Help change terminology from "I can't do this" to "I can't do this YET".
Creative Arts	• 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. • Allow your child to create and experiment rhythmic sound patterns with ordinary household items (chopsticks, pots, bowls, scrap metal/wood, and tools etc) and have your child copy you and create their own. • Discuss the possibility of learning an instrument - it is never too late. • Take opportunities to see and or hear musical performances live (street fairs, concerts, radio concerts). • Talk to your child about your own musical instrument experiences and the styles of music you prefer and have been exposed to (ie seen live performances, concerts, music festivals). • Have conversations around how music can impact your and their lives (eg 'I remember that song from my highschool years and it reminds me of when I met my best friend' or 'this song reminds me of my grandparents and dancing in their lounge room'). • Encourage your child to practise drawing an object from observation, focusing on showing the lightest and darkest areas of what they see. • Look at figurative or still life art together, either online or in a gallery. Discuss where the artist has used the darkest, mid and lightest tones.
Library	• Ask your child what they understand of the term 'sustainability'. • Discuss ways around the home that your family can be more sustainable (e.g. reduce, reuse, recycle, or start a worm farm for food scraps). • Visit your local council website and see what tips they have for sustainable living. This includes Canterbury Bankstown Council's website on 'Saving energy, food and water': https://www.cbcity.nsw.gov.au/environment/save-energy-food-and-water and their website on starting a compost or worm farm at home: https://www.cbcity.nsw.gov.au/residents/waste-and-recycling/food-waste. You can even join a local community garden to encourage and fledgling green thumbs! https://www.cbcity.nsw.gov.au/environment/environmental-programs-and-initiatives/community-gardens • Encourage your child to continue reading and borrowing library books. • Let your children take responsibility for returning library books when they are due - and paying for a replacement if the book is lost!