

Home Education Plan
Child's name
Grade
2024-2025

Overview/Introduction.

This is a space to introduce your child, their character, strengths, difficulties likes, hobbies and where they are at educationally.

Jess is a very creative and imaginative 7 year old. She enjoys creating games and storylines for people and toys to act out. She loves art and craft and rarely a day passes without a drawing, colouring or other art or craft creation. She enjoys the outdoors, particularly parks and the beach. She is currently in grade 1. She enjoys maths and science but shows less interest with English.

Educational and Personal Goals.

This can include any goals, academic, sporting, personal growth, life skills, social, etc. that you would like to aim for in the next year. These will be specific to your child. Ideally, aim for 4-6 goals.

Short Term (this year)

- For Jess to continue to gain confidence in her ability to read and write and to eventually gain enjoyment in these.
- For Jess to continue with her love of maths and explore new concepts and real world applications.
- To follow Jess's lead in creating projects in science, nature, history, geography, Lego and craft.
- To continue to offer access to sporting and social opportunities such as art class, acrobatics, parkour, cheer leading, catch ups and camps.

Long term (future years)

Again this section can include goals in any area that you may have for your child or your child has for themselves over the next few years.

- For Jess to continue her love of learning with a focus on topics she finds most interesting and is passionate about.
- For Jess to gain an enjoyment of English in reading and writing as much as she has for the spoken word.
- For Jess to grow in her emotional development and gain confidence in her ability to regulate and clearly express her emotions.

- For Jess to enjoy all aspects of life and grow in confidence and self-worth.

Learning Needs and Style.

This section is to show that you have considered how your child learns best and how they enjoy learning. Are they a visual learner or do they prefer auditory instruction? Do they learn best by doing? Do they require special assistance or equipment?

Jess learns best when she has an interest in a topic. She demonstrates a curiosity for a broad range of subject matter. She can become disengaged when asked to do tasks that do not fit the direction she wishes to take. She enjoys learning in many different environments often away from her “learning” table and even outside. She enjoys a wide variety of resources and will sometimes be focussed one for several weeks then switch how she wishes to learn. She does not like any form of online learning (except for YouTube videos), she prefers to use workbooks and paper work.

Teaching Strategies.

This section is to show that you have considered how you will adapt to best support your child’s learning style and needs. You can choose how structured to be in your teaching. Will you have plan for each day/week or follow your child’s lead? Will you use a pre-purchased curriculum or create your own? How will you deliver it to best support your child?

I intend to follow Jess’s lead in finding topics of interest. I will provide a variety of resources such as library visits, books, magazines, Google Searches, and YouTube videos to help her explore and expand her knowledge on subjects of interest. I will continue to encourage her in her hand writing, reading and maths and find real world settings for her to use and practise these. We will work in whatever environment she finds most comfortable and conducive to her progress. Jess likes to create her own recipes and is keen to write a cookery book which I plan to help her with. I have recently noticed she is open to reading and practising numeracy skills during everyday experiences and I will continue to support and encourage this.

Learning environment

Physical.

This is a description of your house and learning area.

Our house is open plan and spacious. Jess has sole use of a large table in one corner of the living area. There are floor to ceiling windows on two sides of the table allowing views out to the garden, flower bed and pond. To the side of the windows is a sliding door allowing access to the garden, her climbing frame and a shaded patio area (and pool in summer). The windows afford ample natural light and there is artificial light as needed. All the windows and the sliding door can be opened for ventilation and there is air-conditioning for the warmer months. Jess has a large play room with an open wall to display her art and poster style projects.

Motivational.

This section is to explain how you will support and encourage learning and educational resources you will use and how you will deliver these.

Jess loves to watch YouTube and will often share videos with me that she has found interesting. We then use other resources to further explore the topic. She also loves to use her Encyclopaedia to spark interest in a topic we then visit the library for more books related to the subject. She has a globe and enjoys exploring it while we learn about different countries, people and cultures. She enjoys science shows and other learning opportunities at the library when they are permitted. We do not have a structured timetable preferring to learn throughout the day in a variety of environments.

Social.

What is your child's social need and how will you help them to meet this need.

Jess attends a weekly art class and an acrobatics class where she enjoys the company of similar aged peers. We have very regular catch ups with other home schooling friends and her best friend on weekends. We join in camps and outings as they become available. Jess does not have a huge social need but usually enjoys social interactions once they are happening. She finds it easy to make new friends at the park and around the site when we go camping.

In this next section you will need to detail your learning areas. Below are some examples.

English

Overview

Jess likes to write books and draw pictures to accompany the story. She likes to write notes to put on poster work. Jess is very articulate and easily incorporates new words into her spoken vocabulary.

Learning needs and goals

- She is currently reading Dr Seuss. I will find her more books she enjoys to read and that she feels confident with whilst gently extending her skill.
- Continue to work on her spellings and sight words.
- She tires easily with hand writing so needs to practise for short time periods but with maximum effort.
- To get her more confident writing without training lines.

Planned content, topics and learning opportunities.

- To encourage reading in all areas of learning e.g. reading her maths questions. To seek opportunities for her to read signs and advertisements out in the community.
- I will source early readers and other books at her level, increasing in difficulty as she improves.
- Continue with spellings and sight words with new weekly words on her wall. We will also play word games in the car and board games such as Junior Scrabble. I will encourage her to type and spell the words she needs for her Google and YouTube searches to increase her written vocabulary. She is also starting to help with writing the shopping list.
- Continue working on punctuation in her writing for projects and stories.
- Continue work on identifying nouns, adjectives etc. though discussion of language and sentence structure.
- Continue to extend hand writing periods and practise of cursive writing.

Resources

Owned books and library books, Queensland Targeting Hand Writing workbook, other hand writing and grammar workbooks, lined and unlined paper, Junior Scrabble, sight word bingo, sight word Go Fish, tablet and laptop.

Assessment

Keep copies and photographs of dated work including mind maps is used. Record and diarise reading and writing improvement.

Maths

Overview

Whilst doing distance education Jess completed the grade 2 Targeting Maths workbook. She has currently moved away from workbooks, preferring instead to use her white board to do maths I write for her. She enjoys playing shop games and calculating how much the items cost and the required change. She likes to do calculations in her head and can be reluctant to show her working.

Learning needs and goals.

- Continue addition and subtraction to several place units including carrying the 1. To extend her mental maths ability. Encourage her to show working.
- Continue work on multiplication and division.
- Continue her work on time (digital and analogue), money and fractions.
- Continue work on measurement and geometric shapes.
- Continue learning months of the year.

Planned content, topics, learning opportunities.

- Work on graphs, data collection and collation.
- Work on improving her mental maths with games such as Sum Swamp and Monopoly.
- Create a birthdays and celebrations calendar to help with learning the order of the months of the year.
- Use a variety of craft and building items to create and explore the properties of different shapes.
- Explore fractions in everyday life e.g. cutting pizza or cake.
- Play with our learning clock to improve on telling the time. Concreting knowledge of $\frac{1}{4}$ to and $\frac{1}{4}$ past and moving on to smaller time increments.

Resources

White board, grade 3 Targeting Maths workbook, other workbooks, tape measure, ruler, calculator, games (Sum Swamp, Monopoly, Uno), play money, cups and measuring jugs, learn the time clock, base ten blocks and magnet tiles.

Assessment

Photograph work done on white board and workbook pages demonstrating progress. Record when she uses maths in everyday context, for example using money or weighting ingredients.

Science

Overview

Jess loves science and experimenting. She enjoys growing and collecting crystals. She loves all types of animals and enjoys learning about them through YouTube videos and books. She is particularly interested in insects and mammals. She likes to go on bush walks to collect seed pods. She enjoys planting seeds in her flower and vegetable gardens and learning about how plants grow. She has been fascinated with the human body since she was young. She has a model of the human torso and regularly performs autopsies on it allowing us time to discuss a variety of illnesses. We also discuss infection, viruses and disease and how to stay healthy. She enjoys visits to Sea World and has a particular interest in sting rays. She built a bird feeder and we have been watch and studying the variety of bird life in our neighbourhood.

Learning needs and goals

- To understand how science is involved in everyday life.
- To start to look at how elements in nature are related.
- To study in greater detail about different organs and how the body works.
- Continue the study of different animals.
- To learn about the sources and uses of different materials and their sustainability.

Planned content, topics and approaches.

- Continue to follow her interests providing resources as needed.
- Do experiments, including hypothesising outcomes, drawing diagrams of the apparatus and graphing results.
- Future topics will likely include body organs, growth, weather systems, different environments, volcanos, planets in our solar system, the life cycle and animals.
- More trips to the science museum to view exhibitions and exhibits.

Resources

I will continue to find experiments from Pinterest, the library, and websites. We will take trips to explore the beach, bush and local area for pods and creatures of interest. We will use our Encyclopaedia to research areas of scientific interest. We will visit the museum in Brisbane and other states (as Covid allows). Also trips to Sea World

Assessment.

I will photograph our experiments and collect related work. I will diarise trips to areas of scientific interest and conversations about what we discover as her understanding increases.

Art.

Overview

Jess has a love of art and attends a weekly art class. She creates art and craft projects several times a week. She enjoys researching paintings and artists. She loves to visit the local art gallery and discuss the works of art on display. Jess enjoys listening to music and singing. She has tried a few instruments but has not yet found one she is passionate to learn. She loves to dance and puts on shows for the family.

Learning needs and goals.

- She enjoys watching instructional video in drawing and follows along. She can be critical of her ability and needs to improve in her confidence.
- She enjoys a variety of crafts doing sewing, pottery, oven bake polymer clay, beads and water beads. In art she uses pencils, pastels, acrylic paint and water colour. She has also experimented with making dyes from things in nature.

Planned topics, content and learning opportunities.

- Explore more art history and famous artists through Google searches and attending galleries.
- Continue to learn about famous composers and their works through Google searches and listening to their music.
- Continue to look for and use a wide variety of art and craft mediums.
- To continue to attend art class and develop her skills and confidence.
- To continue with regular visits to our local gallery, HOTA.

Resources

Paint, brushes, fabric, clay, items from nature, pastels, paper, canvass, scissors, tape, glue, beads, water beads, craft bits, YouTube videos.

Assessment

Photographing art and craft projects demonstrating progress and improvement of skills. Diarising conversation regarding artists and composers, famous paintings and different pieces of music and visits to galleries.

HPE.

Overview.

Jess is an active child who enjoys physical activity. She attends acrobatics class once a week and practices her cart wheels and handstands daily. She enjoys walks on the beach and in the bush. She plays at the local park a few times a week and on her own climbing frame everyday. She also enjoys roller skating and cycling. She loves swimming in the summer and on holidays.

Learning needs and goals.

- To develop her skills in acrobatics or other activities as she chooses.
- To increase her skills and confidence in swimming.
- To gain greater understanding of the importance of healthy eating.

Planned content, topics, learning opportunities.

- To continue with acrobatics and another physical activity class if she chooses.
- To continue with her outdoor interests and pursuits through taking trips to the beach, park, bush and visiting the cycle/skate park.
- To discuss healthy eating and nutrition. To involve her in preparing nutritious snacks and meals. To talk about how our bodies absorb and use nutrients and which vitamins are derived from which foods.

Resources

Weekly classes, bike, skates, pool, beach and bush. Books and YouTube videos relating to nutrition and health.

Assessment.

Photographs/videos of class participation showing progress. Written work regarding developing understanding of nutrition and health.