

Home Education Program for My Child 2025

Educational and Personal Goals:

Short Term (this year)

- To keep My Child engaged and enjoying his learning while being challenged.
- To follow the ACARA curriculum.
- To extend his general Literacy skills in all areas.
- To develop his mathematical skills and be challenged in his understanding.

Long Term (future years)

- To provide him with the knowledge and skills in all areas so he will easily succeed when he returns to school.
- To develop his motor skills to enable him to more easily write and draw.
- To be independent with his learning.
- To be happy and confident with who he is and strive to achieve.

Overview of my child's Learning Background

My Child is 7 years old and loves life and enjoys learning. He is very inquisitive and wants to know the ins and outs of everything.

Academically his above peers he reads really well. He was an enthusiastic participant in school and achieved quite well in his subjects, particularly maths, reading and English. He is very social and had a good peer group.

Learning Styles

My Child likes hands on learning in all ways. He does struggle with hand writing and I scribe to scaffold his literacy needs. He enjoys learning using computers, workbooks and chatting with others as well as through listening and watching videos. He learns very quickly and takes on a new concepts with ease.

Teaching Strategies I intend to use:

We want to follow the Australian Curriculum and keep him at peer level or above. We will use resources from Scootle and workbooks to cover that curriculum. We will also incorporate apps and programs such as Studyladder and Khan academy and Prodigy to reinforce learning concepts.

We like to travel and will be learning through travel and community learning as much as we can. We plan on creating a digital Travel Journal to record his learning and memories of his trips.

We will regularly visit the library and museums and art galleries. We will attend community and cultural events as relevant to enhance his home ed life.

In addition we will use the following teaching strategies to assist with ensuring he has understanding and extending his thinking and knowledge.

- Bloom's taxonomy for reflective thinking to scaffold thinking and develop questions to guide

reflective thinking.

- Compare and contrast with texts, objects or locations.
- KWL to identify prior knowledge, identify learning goals, and reflect on learning.
 - K – Start the strategy brainstorm what he knows about the topic or concept.
 - W – Identify what they want/wonder to learn further.
 - L –revisit his initial reflections to identify what he learned.
- Reflect – Connect – Apply for practical learning applications,
- See – Think – Wonder to support him to make careful observations and thoughtful interpretations of, art work, visual texts, advertisements or images.

Description of the Home Learning Environment:

- **the physical environment:** private and shared study spaces, lighting, ventilation, display areas, storage, computer access, indoor/outdoor facilities

We live on an average sized block in a four-bedroom house, My Child has his own bedroom and an ipad with internet access. There is a study that has a dedicated area for all our learning resources and a set of decodable readers level 8. The dedicated study area includes desks, projector, screen, laptop, printer, scanner, blackboard, whiteboard It is air conditioned and well lit with blinds. We have a camper trailer for travelling.

- **the motivational environment:** indoor/outdoor activities; hands on and real-life experiences; daily routines/tasks; variation of routines/tasks; individual/group learning opportunities; interactive learning

My Child enjoys playing Nintendo with Mario Kart. He loves going fishing, enjoys monster trucks and loves playing in the mud. He likes reading and likes Play-Doh. My Child enjoys playing board games, cooking and experimenting. He loves swimming and goes twice a week

He likes watching documentaries and delving into learning. He really just loves everything to do with life.

Social Opportunities:

- **peer & other interactions** - friends, home education groups, sporting clubs/associations, church, classes, travel/excursions

At home he has an older brother and my partner. My Child really likes to be involved with our family football games and he plays easily with our neighbours and any kids. He makes friends readily and enjoys playing on teams and connecting through our Rugby Club regularly with the other members children.

We will stay in contact with some of his peer group from his school and connect with family and cousins. He makes new friends easily and we hope to connect with other families when we travel.

ENGLISH

Language Conventions: spelling, grammar, punctuation

Literature: reading - understanding, appreciating, responding to and analysing literature

Literacy: writing

My Child's Learning Needs and Goals:

- My Child is above peer level with his literacy skills. He is reading decodable readers level 8.
- He knows all of the letters and is cementing his phonics understanding. He can sound out words quite well and is spelling phonetically. He is learning the site words.
- My Child is working on his letter formation with handwriting.
- We will scribe for him and support him to use technology to support his writing needs.
- He is able to write two or three words sentences.
- He likes reading magazines on fishing and four-wheel drives. He also likes picture books and listens to audiobooks.
- We will build on fluency and expression with reading, he uses a vast range of reading strategies.

Planned Content, Topics and Learning Opportunities:

- He will read and understand a range of different types of texts that explore imaginative and informative topics.
- He will start to recognise and write texts that persuade and explain and write imaginative texts that include characters and events.
- He will learn to recognise that pictures or graphics can be important to add meaning.
- He will recognise different kinds of language used in text, depending on the audience and purpose. We will learn information or ideas from texts.
- Expand sentence construction to use mostly correct grammar, including simple and compound sentences start to edit his own writing.
- He will engage in discussions to share ideas and information, communicating clearly with others.
- We plan to practice writing and organisational skills with lists (shopping lists etc).
- He will record his experiences in a Travel Journal.
- Regular reading aloud to improve fluency and emotion.
- Examining different texts read aloud both to him and by himself with increasing complexity to challenge his auditory and linguistic ability.
- Have spelling challenges, games, puzzles, word finds on new words and spelling lists.

Planned teaching strategies to facilitate learning:

- Reading texts, fiction and nonfiction books and magazines.
- Utilise audio books and podcasts and discuss
- Use apps and a range of resources and tools

Resources:

Workbooks Grade 1 and 2, Literacy Planet, Scootle, Audio Books and podcasts, Puzzle Books, word searches, Library for more short novels and nonfiction, Studyladder.com. Reading Eggs

Assessment:

I will keep and date all work sheets completed. I will note real life investigations through keeping records via a Journal and checklists. I will make diary entry notes based on my observational notes. We will also record learning via: Anecdotal records, Audio and visual recordings. Take photos and record his reading novels to track progress. Copies of short stories/narratives, texts and monologues and any creative responses to a text will be recorded and dated.

MATHEMATICS

Content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability

Proficiency strands: Understanding, Fluency, Problem Solving, Reasoning and Real-life applications

My Child's Learning Needs and Goals:

- My Child is above peer level with his maths skills.
- He understands money and coins.
- He can do addition and subtraction under 50
- Starting to introduce multiplication and division
- He likes using Base 10 Maths blocks to cement his concepts.
- He has a very thorough understanding of place value, time (o'clock and half past) on an analogue and digital clock, as well as properties of 2D and 3D shapes.
- He picks up mathematical concepts very easily and with little support.
- We will follow the ACARA math curriculum and keep developing his mathematical skills.
- Develop his understanding of number, patterns and relationships, measurement and geometry, modelling fractions and decimals using concrete materials.

Planned Content, Topics and Learning Opportunities:

- He will learn more about money, measurement and distance.
- He will choose strategies to add, subtract, and learn more to multiply and divide.
- Skip counting and grouping.
- Learn and recall multiplication facts
- Start to represent fractions on a number line
- Explore addition, subtraction and multiplication number patterns
- Measure temperatures, lengths, shapes and objects
- Solve problems involving time, and read maps
- Create symmetrical shapes and classify angles
- Construct graphs and list a likelihood of events.
- Cooking and shopping will be good for cementing concepts of measurements and fractions.
- Play board games and online games to practice his math skills.

Planned teaching strategies to facilitate learning:

- We will utilise apps, games, worksheets and workbooks to progress through the maths concepts and understanding.
- Cooking and shopping will be good for teaching measurements and fractions and estimates.
- Games such as Prodigy for cementing and practicing math concepts.
- Using board games and card games to practice calculations and numbers.

Resources:

Maths Seed, Scootle, Google Maps, Khan Academy, Studyladder.com, board games and card games eg Sleeping Queens, UNO, apps eg Dragon Box, Maths is Fun

<http://www.mathsisfun.com/index.htm>, Cool Math - <http://www.coolmath.com/>, Prodigy

<https://www.prodigygame.com/>. Rulers, scales, measuring cups.

Assessment:

Worksheets will be dated and kept, copies of progress on online programs noted or printed to monitor progress and struggles, photos of practical math use in our home and shopping. I will keep and date all work sheets completed. I will note real life investigations through keeping records via a Journal and checklists. I will make diary entry notes based on my observational notes.

SCIENCE

Science Understanding: Biology, Chemistry, Earth and Space, Physics

Science as a Human Endeavour: People use science in daily lives e.g. caring for the environment and living things.

Science Inquiry Skills: Predicting, investigating, problem solving, experimenting, drawing conclusions

My Child's Learning Needs and Goals:

- My Child has a natural curiosity about many aspects of the world around him.
- We will encourage his interests and support him to research topics of interest.
- Learn about living things and the environment.
- Develop an understanding about how science relates to his life.
- Learn about the earth and space via the moon and weather.
- Learn about living things and their relationship in the ecosystem
- Experiment and predict outcomes to draw conclusions and problem solve.

Planned Content, Topics and Learning Opportunities:

- Pose and answer questions and investigate in a more systematic way, developing understanding of a fair test and variables.
- Observe heat as a form of energy and investigate how it affects solids.
- Explore regular and predictable cycles through a study of day and night.
- Explore the action of forces.
- Realise that living things form parts of ecosystems.
- Understand that actions of humans can have an effect on their world.
- Look for patterns that occur in life cycles of living things explore how they can change.
- Examine how light and sound are produced.
- Investigate simple systems, including water systems, in our environment and how these affect the way we use water.
- Keep reports of his experiments and results, and to take photos and videos as records.

Planned teaching strategies to facilitate learning:

- Resources from the library and online to aid in these studies.
- We will utilise sites like National Geographic, Australian Geographic as well as many of the museum website, programs like ABC Splash and a number of the YouTube channels dedicated to kids' science.
- Hands on science experiments as identified in Scootle.
- We will take a science based approach and pose questions, predict outcomes, conduct experiments, collect and present observations and communicate findings based on those science projects.

Resources:

Scootle, ABC Splash, YouTube Science, Library, Science Centre, Science documentaries Science Mystery - <http://www.sciencemystery.com/> Switched on kids - <http://www.switchedonkids.org.uk/>

Assessment:

A poster or PowerPoint or oral presentation. Photographing and writing about the results. Keeping records or copies of written work. Discussions on his perception and opinion about his progress, and recording these for comparison. Keeping a Learning Diary on things I note and observe with our discussions.

HASS

Time, Continuity and Change – events, people's contributions, celebrations and community stories

Geography - Place and Space – mapping, land features, Indigenous connections to land, countries and cultures

Culture and Identity – similarities and differences between cultures

Civics and Citizenship – government and political systems

My Child's Learning Needs and Goals:

- Investigate family life now and in past generations, and how families are diverse.
- Investigate natural and human-made features of places.
- How the world is represented on maps, and connections to other parts of the world.
- Explore changes in his life, environment and how people celebrate.
- Explore how technology affects people's lives at home, work, play and in other ways, now and in the past.
- Investigate the local indigenous community and history.
- Expand his geographic knowledge on an Australian wide basis.
- Learn more about geographic landmarks.

Planned Content, Topics and Learning Opportunities:

- Investigate the local indigenous community and history, Culture, Bush Survival, dream time.
- Visit some local places of historical significance– we love exploring new areas and visiting the museums and places of significance.
- The places people live in and belong to, their familiar features and why they are important to people and how they can be looked after.
- Indigenous people and the countries they come from.
- Pose questions about past and present objects, people, places and events.
- Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location.

Planned teaching strategies to facilitate learning:

- Visit the local indigenous community and learn from local elders and indigenous leaders.
- Make a report/poster on his findings.
- Create a physical representation of what he learns.
- Take an interest in our location and surroundings.

Resources:

Local Museums, Books on aboriginal artefacts, Scootle, Online Classroom Australian History Series

<http://www.readyed.net/online-classroom/> , State Library's Indigenous Languages Project

<https://www.slq.qld.gov.au/discover/aboriginal-and-torres-strait-islander-cultures-and-stories/languages/queensland/indigenous-languages-map>

Nuragunyu Aboriginal Cultural Teachings and Enrichment Programs <http://www.nuragunyu.com.au/?>

Assessment:

Photographing and writing about the results of these activities mentioned above. Keeping records or copies of written work, either in a physical folder or a folder in the computer according to how it was created Discussions on his perception and opinion about his progress, and recording these for comparison with later discussions.

THE ARTS

Art Media, Visual Arts, Music, Dance, Drama

My Child's Learning Needs and Goals:

- We will offer art opportunities and see where it takes him.
- Dance: dance alone and with others being aware of the space and people around them.
- Drama: engage in role play and act out plays based on stories from the community.
- Music: listen to and create music and discuss how it makes him feel.
- Media Arts: discuss media images of characters and settings in community stories.
- Visual Arts: explore a variety of materials to create and display his art works.

Planned Content, Topics and Learning Opportunities:

- Sketching, drawing and painting.
- Support all artistic endeavours and craft explorations
- Art concepts: perspective, colour, shades, shadow and light, texture
- Utilise music channels, events, festivals and displays to share the knowledge of the extensive array of musical genres and enhance his appreciation of music.

Planned teaching strategies to facilitate learning:

- Investigate various media and different tools to show the possibilities.
- Visit Art Galleries and festivals to stimulate discussions on a wider variety of perceived art
- Attend outings and engage in the community with art and music demonstrations and community groups.

Resources:

Library Art Books, Scootle, Art Gallery, Exhibitions, YouTube, podcasts our art and craft supplies and materials. 5 decades of Art History from The Met <https://www.metmuseum.org/learn/educators>

Assessment:

Photographing and writing about the results of these activities. Keeping records or copies of written work. Discussions his perception and opinion about his progress and recording these for comparison with later discussions. Keeping a Learning Diary on things I note and observe.

HEALTH AND PHYSICAL EDUCATION (HPE)

Health

Physical Activity

Personal Development

My Child's Learning Needs and Goals:

- My Child likes being active and physical.
- He is developing his stamina and physical skills.
- Practise what to do and how to get help when he may feel uncomfortable or unsafe.
- Talk about similarities and differences in families.
- Talk about actions that make our environment a healthy, safe and active place.
- Recognise and practise various emotional responses.

Planned Content, Topics and Learning Opportunities:

- Develop his understanding of correct diet/nutrition
- Establish the importance of regular physical activity and exercise to keep active minds and healthy bodies.
- Regular walks and outings to parks and national forests.
- Learn simple movement skills and understand how their body reacts to physical activity.
- Learn to take turns, share equipment and include others in games and activities.
- Support his love of Rugby and swimming.

Planned teaching strategies to facilitate learning:

- Discussions on healthy eating will extend to shopping trips where we already discuss the benefits of selecting healthy foods.
- Exploring parks, dams, national parks and other such areas.
- Establish a good routine for health in our travel.

Resources:

Rugby Club, parks, dams, national parks. Scootle. Healthy eating websites and YouTube Sport and recreation websites, Nutrition/healthy eating <https://heas.health.vic.gov.au/early-childhood-services>
Healthy Eating Recommended by a Dietician. <https://phenomenom.com.au/lesson-plans/>

Assessment:

Photographing and writing about the results of these activities. Keeping records or copies of written work. Discussions on his perception and opinion about his progress and recording these for comparison with later. Keeping a Learning Diary on things I note and observe.

TECHNOLOGIES

how digital and other technologies work and how to create solutions with technologies

Investigate, make and create for a purpose e.g. meal planning, cooking, gardening, constructions

My Child's Learning Needs and Goals:

- In Design and Technologies: design and safely make a product.
- Explore how food and clothing are produced and how food can be prepared for healthy eating.
- In Digital Technologies: represent data as pictures, symbols and diagrams.
- Break down a problem into parts and sequence the steps in finding a solution.
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Planned Content, Topics and Learning Opportunities:

- Plan a meal for the family.
- Design and plan to make
- Design and safely make a product, eg a musical instrument using recycled materials
- Learn about drafting a design
- Learn about choosing the right materials
- Plan what's needed for materials, space and design
- Critique the outcome of completed projects and tools chosen
- Control a toy robot with digital technologies.
- STEM building engineer projects with Lego

Planned teaching strategies to facilitate learning:

- Choose ideas that have relevance to him
- Establish some steps in designing for him to follow.

Resources:

Drafting paper, design program (drawing), google for other designs, YouTube for examples, Scootle.

Assessment:

Photos of the projects completed and when underway. Photographing and writing about the results of these activities. Keeping records or copies of written work. Discussions on his perception and opinion about his progress, and recording these for comparison. Making comments on written work and discussing these to help improve skills. Keeping a Learning Diary on things I note and observe with our discussions.