

Australian Curriculum (ACARA)

Home education program for (insert child's name)

Educational and personal goals

Short term (this year)

Long term (future years)

Overview of my child (the learner)

My child's learning background and individual needs

My child's learning style/s

Teaching strategies to support my child's individual needs and learning style/s

Description of home learning environment

Physical environment e.g. private/shared study spaces, light, ventilation, display areas, storage, IT access, indoor/outdoor facilities

Motivational environment e.g. indoor/outdoor activities, hands-on/real-life experiences, daily routines/tasks, variation of routines/tasks, individual/group learning opportunities, interactive learning

Social opportunities

Peer and other interactions e.g. friends, home education groups, sporting clubs/associations, religious activities, classes, travel/excursions

General curriculum information

Prep (Foundation) – Year 10

The [Australian Curriculum](#) provides specific subject and year level information, select **F-10 Curriculum** drop-down menu on the website or use the hyperlinks included with each of the learning areas below.

[Parent Information](#) provides a general guide about the learning that typically occurs for students in Prep (Foundation) – Year 10.

Senior Secondary (Years 11-12)

The [Queensland Curriculum and Assessment Authority](#) provides a broad range of subject specific information for a range of student pathways. Use the [Years 11 – 12: A – Z Subject List](#) to find curriculum information.

Program overview

This overview is intended to assist with planning and organisation. Identify and list your key topics for each learning area. Arrange the selected topics into blocks.

Please note, this overview is a summary and does not constitute a complete program.

Learning area	English	Mathematics	Science	Humanities and Social Sciences	The Arts	Technologies	Health & Physical Education	Languages
Example study block (Year 3) <i>Delete example if more space is required.</i>	Narratives Reading chapter books Interpreting texts: written and visual Writing narratives/short stories Spelling/sight words; handwriting	3D objects, data and graphs Make objects: origami prisms/pyramids Collect/organise data Create picture graphs Multiplication facts: 2, 3, 5	Heat Identify sources and properties Investigate heat transfer Experiment/inquiry: making popcorn with solar power	Natural and human features - Queensland Types of features – different regions Sketching, mapping, describing and explaining	Dramatic reading Perform Roald Dahl chapter Visual Art Illustrations for narrative e.g. pencil or watercolour	Food production – Queensland Investigate food production Select, prepare, present, photograph, evaluate recipes - Queensland foods Digital technologies see Maths	Disability awareness Inclusive interactions, communication, reflection, excursion Running, jumping and throwing Participate in Little Athletics	Japanese Vocabulary: greetings, numbers, colours, shapes Writing: three sets of hiragana Culture: children's short/folk stories
Study block A								
Study block B								
Study block C								
Study block D								

Teaching, learning, resources, monitoring and recording

Use these pages for each learning area to elaborate in detail on the key topics listed in your program overview.

Learning area	Teaching <i>What topics/content am I intending to teach my child?</i> <i>What strategies will I use?</i>	Learning <i>What activities will my child do?</i> <i>What skills will my child develop?</i>	Resources <i>What resources will my child and I use? Include a variety of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I monitor and record my child's progress?</i> <i>What forms of assessment will be collected for work samples?</i>
<p>English Skill development in this area can include:</p> <ul style="list-style-type: none"> analysing, explaining and using text structures and features e.g. punctuation, grammar, vocabulary, linguistic devices creating a variety of texts, e.g. informative, persuasive, narratives discussing, using and creating multimodal texts engaging with texts for appreciation and enjoyment. 	Study block A <small>(row expands to fit content)</small>			
	Study block B <small>(row expands to fit content)</small>			
	Study block C <small>(row expands to fit content)</small>			
	Study block D <small>(row expands to fit content)</small>			

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<p>Mathematics Skill development in this area can include:</p> <ul style="list-style-type: none"> posing/solving problems, e.g. real life problems and situation applying facts and knowledge, e.g. formulae, laws and rules calculating/solving equations sequencing and ordering, budgeting and planning collecting, interpreting and comparing (data, numbers, measurements shapes, angles, statistics, probability). 	Study block A (row expands to fit content)			
	Study block B (row expands to fit content)			
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<p>Science Skill development in this area can include:</p> <ul style="list-style-type: none"> scientific inquiry (questioning, predicting, hypothesising, collecting and analysing data, evaluating, communicating) using scientific knowledge and methods considering ethical and social implications understanding historical and cultural contributions. 	Study block A <i>(row expands to fit content)</i>			
	Study block B <i>(row expands to fit content)</i>			
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<p>Prep – Year 6 Humanities and Social Sciences (HASS)</p> <p>Years 7 – 10 History Geography Civics and Citizenship Economics and Business</p> <p>Skill development in these areas can include:</p> <ul style="list-style-type: none"> inquiry methods (questioning, planning and researching, recording evaluating and representing, interpreting, analysing, and concluding) using sources and critically analysing perspectives reflecting ethically responsible and active citizenship presenting evidence based arguments. 	<p>Study block A <i>(row expands to fit content)</i></p>			
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<p>The Arts Skills development in these areas can include:</p> <p><u>Dance</u></p> <ul style="list-style-type: none"> communicating, improvising choreographing and performing through movement aesthetic, artistic and cultural understanding respecting diverse purposes, traditions, histories and cultures <p><u>Drama</u></p> <ul style="list-style-type: none"> exploring, depicting and celebrating human experience improvising dramatic elements analysing dramatic elements, skills processes, forms, styles and techniques participating actively and critically <p><u>Media Arts</u></p> <ul style="list-style-type: none"> thinking critically and creatively participating in, experimenting with and interpreting media culture expressing ideas, concepts and stories for different audiences <p><u>Music</u></p> <ul style="list-style-type: none"> composing, performing, improvising, responding and listening respecting music and music practices developing aesthetic knowledge pitch, rhythm and aural skills elements of music notation <p><u>Visual Arts</u></p> <ul style="list-style-type: none"> thinking critically and creatively developing a personal aesthetic by representing and communicating analysing visual artworks creating and displaying artworks. 	<p>Study block A (row expands to fit content)</p>				
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<p>Technologies Skills development in these areas can include:</p> <p>Design and Technologies</p> <ul style="list-style-type: none"> investigating, generating and critiquing design ideas and solutions using design and systems thinking managing processes and projects selecting and manipulating materials, tools and equipment producing designed solutions evaluating <p>Digital Technologies</p> <ul style="list-style-type: none"> collecting, sorting and exploring data designing algorithms creating interactive digital solutions managing projects predicting, monitoring, analysing, evaluating and communicating representing and interpreting. 	Study block A (row expands to fit content)				
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<p><u>Health and Physical Education</u> Skill development in this area can include:</p> <ul style="list-style-type: none"> examining, investigating, planning, practicing, evaluating personal identity developing and using health strategies practising, using feedback, performing and refining movement skills modifying rules for fair play evaluating and justifying reasons to solve movement problems. 	Study block A (row expands to fit content)			
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<p>Languages Skill development in this area can include:</p> <ul style="list-style-type: none"> communicating using language and gestures summarising, reorganising and analysing information from different texts listening, reading, viewing and creating, writing, imaginative texts creating bilingual resources. 	<p>Study block A (row expands to fit content)</p>				
	<p>Study block B (row expands to fit content)</p>				
	<p>Study block C (row expands to fit content)</p>				
	<p>Study block D (row expands to fit content)</p>				