

# Australian Curriculum yearly overview

## Home education program for ... our son

### Educational and personal goals

Short term (this year)
Cook his own food Continue tennis training Learn basic coding Learn woodcarving Improve handwriting abilities
Long term (future years)
Travel the world Become a food critic Own an Army tank To be a proficient self-learner into adulthood.

### Overview of my child (the learner)

My child's learning background and individual needs
Our son has always been home-schooled, as were travelling around Australia in a caravan for 2 years, until we settled in Queensland. His individual strengths are proficiency in reading and spelling. His enthusiasm to learn, and his confidence to discuss and relay information he has learnt with the family and friends, and his confidence to answer questions in large group environments. (Places like science centres, library and Bunnings workshops, planetariums, Sea World) He is a very social child, and we meet up with other home-schooled children at least 3 times a week, sometimes for general free play, other times for organised large group activities like horse husbandry, bush skills, or pottery. At the start of this year, Our son tried going to a State School, but found that the work was too easy, and he quickly became bored and asked to return home to learn. When pressed to give it a full term to ensure he gained a full experience of schooling, he became very upset and we decided that it was of no benefit for him or us for him to remain there.
My child's learning style/s
We have tried using workbooks, online learning platforms, and school-like scenarios at home, but have found that Our son learns best by following what interests him. With our supervision we have been able to use his love of reading to guide him along with the Australian Curriculum.
Teaching strategies to support my child's individual needs and learning style/s
We allow him access to information that he requires, be it through the internet, local library or by seeking experts that can assist. By allowing him the access to this information when he needs it, it keeps the learning fire going to assist in his full understanding of the topic. We make short workbooks around current interests that will cover multiple subjects around the one interest. As an example, this week Our son found a caterpillar, which has now formed a chrysalis, and we have created a workbook that has the hand writing about insects, science covered by the life cycle of a butterfly/moth, and art is covered with imagining her stages of metamorphosis. We watched

videos on the lifecycle to cover multiple medias and discussed further topics with a librarian that studied biology at university. This type of learning pattern centred around his current interest works very well for Our son.

## Description of home learning environment

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

Our son has a bright, open, shared room for his learning. He has his own desk, and own stationery which was purchased for his schooling. He shares a book shelf with the rest of the family, and a family computer in a common room to be used under supervision. He also has an iPad with both learning application and a few games as a reward for completing daily tasks. We have a quarter acre home block in town, with access to the public pool across the road, and short walks to parks, and local libraries. Dad works shift work 4 days on 4 days off, and Mum works casual shifts 4 days/fortnight, so are able to offer their opinions, assistance and information where required. This was a personal choice to ensure that one of the parents is always at home to prioritise the children and their schooling, especially during their younger years.

**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

Our son is an early riser and chooses to read until his siblings wake up. He then assists in making breakfast for his siblings and needs to complete a basic list of activities written the night before by the parents. This changes depending on what the next day entails, but encompasses things like brushing teeth, feeding pets, making beds, getting dressed, taking out rubbish, sorting recycling, handwriting and maths skills, and their personalised weekly workbook. Once completed, other activities include watching documentaries, meet-ups, swimming lessons, tennis lessons, library visits, volunteering (at Meals on Wheels across the road), or playground playtime. Some days are taken up wholly by daily home life activities and Our son is encouraged to participate in these activities by meal planning, budgeting for the weeks meals, and purchasing groceries.

## Social opportunities

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

We have a large contingent of home-schooled children in the local area, and regularly meet up at various playgrounds, and homes to allow children to interact socially. They get the opportunity to integrate different age groups into one large group and participate in the same activities. Our son attends tennis and swimming lessons. He also assists with volunteering at the local Meals on Wheels. Dads workplace has a large amount of social events throughout the year that are family friendly.

## 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
<b>Example study block (Year 3)</b>  <i>Delete example if more space is required.</i>	<b>Narratives</b> Reading chapter books Interpreting texts: written and visual Writing narratives/short stories Spelling/sight words; handwriting	<b>3D objects, data and graphs</b> Make objects: origami prisms/pyramids Collect/organise data Create picture graphs Multiplication facts: 2, 3, 5	<b>Heat</b> Identify sources and properties Investigate heat transfer Experiment/inquiry: making popcorn with solar power	<b>Natural and human features - Queensland</b> Types of features – different regions Sketching, mapping, describing and explaining	<b>Dramatic reading</b> Perform Roald Dahl chapter  <b>Visual Art</b> Illustrations for narrative e.g. pencil or watercolour	<b>Food production – Queensland</b> Investigate food production Select, prepare, present, photograph, evaluate recipes - Queensland foods <b>Digital technologies</b> see Maths	<b>Disability awareness</b> Inclusive interactions, communication, reflection, excursion <b>Running, jumping and throwing</b> Participate in Little Athletics	<b>Japanese</b> Vocabulary: greetings, numbers, colours, shapes Writing: three sets of hiragana Culture: children's short/folk stories
<b>Study block A</b>	Short Stories Reading short stories Writing short stories Writing book reviews	Learning 3D objects Shapes, uses Multiplication Facts 3, 4, 5, 10	Lifecycle of butterfly Identify heat producing activities	Early QLD explorers Armed services (ANZAC day)	Painting Ukulele Basic woodworking skills	Vision Board Fibre production	Catching and throwing at targets Duathlons	French Greetings, and basics
<b>Study block B</b>	Writing Styles Letter writing Letter of complaint Essay writing	Designing garden bed. Budgeting Money calculations. Multiplication facts 6,7,8.	Observing forces in action Weather basics	Aboriginal Culture Politics - Local	Short Story becomes short play Drumming	Food production Blogging	Archery Hiking	French People, travel phrases
<b>Study block C</b>	Journaling Story mapping Recounts and Recalls Biographies	Baking recipes Drawings to scale Multiplication facts 7, 8, 9. Large number addition (3 figure)	Water cycle Scientific method	NFP Organisations Politics – State	Dancing Styles Photography	Recycling Technology Vlogging	Surf lifesaving Cross country running	French Family and activities

<b>Study block D</b>	Travel writing Feature Articles Reviews	Percentages Fractions Large number Subtraction.	Association web Genetics	Psychology of advertising Politics - National	Photo Editing Multimedia year in review	Basic Coding	Emotional Awareness  Sportsmanship	French Food
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## 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 <b>topics/content</b> am I intending to teach my child? What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do? What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor</b> and <b>record</b> my child's progress? What forms of assessment will be collected for <b>work samples</b>?</i>
<b>English</b> <b>Skill development in this area can include:</b> <ul style="list-style-type: none"> <li>analysing, explaining and using text structures and features e.g. punctuation, grammar, vocabulary, linguistic devices</li> <li>creating a variety of texts, e.g. informative, persuasive, narratives</li> <li>discussing, using and creating multimodal texts</li> <li>engaging with texts for appreciation and enjoyment.</li> </ul>	<b>Study block A</b> <small>(row expands to fit content)</small>	Interpret texts, written and visual.  Punctuation and grammar  Using workbooks and analysing and editing text.	Read written text  Write imaginative short stories  Learn sentence structure  Will learn punctuation	Individualised workbooks  His personal choice of books from library dependant on his current interests.  Websites with detailed information on his current interest.	Samples Workbooks Videos and pictures of activities  Websites and books used should be written in report as unable to specify at the time of planning.
	<b>Study block B</b> <small>(row expands to fit content)</small>	Writing letters  Imaginative text  Persuasive speech and text.  Paragraph Structures	Write letters to friends  Write letters to organisations.  Will learn the difference between informal and formal text.	Collins Dictionary  Content specific library books.  <a href="http://www.khanacademy.org">www.khanacademy.org</a>	Samples  Email Trails
	<b>Study block C</b> <small>(row expands to fit content)</small>	Journaling  Story Mapping  Recalls and Recounts	Recall events and interpret meaning of events and capture them in text.  Will learn the importance of daily self review.	<a href="http://www.anglomaniacy.pl">www.anglomaniacy.pl</a>  <a href="http://www.pageflutter.com">www.pageflutter.com</a>  <a href="http://www.thinkwritten.com">www.thinkwritten.com</a>	Journal samples  Other written samples or pictures of writing

Learning area	Teaching <i>What <b>topics/content</b> am I intending to teach my child?</i>  <i>What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do?</i>  <i>What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor</b> and <b>record</b> my child's progress?</i>  <i>What forms of assessment will be collected for <b>work samples</b>?</i>	
	<b>Study block D</b> (row expands to fit content)	Travel Writing  Reviews  Feature Reviews	Explore and investigate new places.  How to use imaginative text to provoke feelings in reader	Travel websites  <a href="http://www.australiantravelbloggers.com.au">www.australiantravelbloggers.com.au</a>  <a href="http://www.tuulavintage.com">www.tuulavintage.com</a>  <a href="http://www.thebucketlistfamily.com">www.thebucketlistfamily.com</a>	Samples  Pictures and tickets.

Mathematics Learning area	Teaching <i>What <b>topics/content</b> am I intending to teach my child?</i>  <i>What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do?</i>  <i>What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor and record</b> my child's progress?</i>  <i>What forms of assessment will be collected for <b>work samples</b>?</i>	
<p><b>Mathematics</b> Skill development in this area can include:</p> <ul style="list-style-type: none"> <li>posing/solving problems, e.g. real life problems and situation</li> <li>applying facts and knowledge, e.g. formulae, laws and rules</li> <li>calculating/solving equations</li> <li>sequencing and ordering, budgeting and planning</li> <li>collecting, interpreting and comparing (data, numbers, measurements shapes, angles, statistics, probability).</li> </ul>	<p><b>Study block A</b> (row expands to fit content)</p>	<p>3D shapes Shapes, uses Multiplication facts 3, 4, 5, 10</p> <p>Repetition, multimedia, collecting data.</p>	<p>Building shapes with paper and polymer clay, drawing, finding shapes around the home, making posters, learning songs.</p> <p>Shapes and their uses Multiplication by memory</p>	<p>Workbooks and sheets</p> <p><a href="http://www.prodigy.com">www.prodigy.com</a></p> <p><a href="http://www.khanacademy.org">www.khanacademy.org</a></p>	<p>Samples of workbooks, photos of block activities and models.</p>
	<p><b>Study block B</b> (row expands to fit content)</p>	<p>Designing garden bed Budgetting Money calculation Multiplication facts 6, 7, 8</p> <p>Planning garden, involving child in family budget, planning and documenting budget, problem solving, repetition, multimedia-workbooks, online activities, videos</p>	<p>Plan garden on paper, measuring distance and planning actual garden. Budgetting on paper, then transferring to excel worksheet, workbooks and papers, prodigy games, informative videos.</p> <p>Area, measuring, planning, scale Multiplication by memory</p>	<p>Gardening books</p> <p><a href="http://www.prodigy.com">www.prodigy.com</a></p> <p><a href="http://www.khanacademy.org">www.khanacademy.org</a></p>	<p>Photos, samples of plans.</p> <p>Copy of worksheets</p> <p>Prodigy weekly results.</p> <p>Videos of multiplication repetition</p>
	<p><b>Study block C</b> (row expands to fit content)</p>	<p>Baking recipes Drawing to scale Multiplication facts 7, 8, 9 Large number addition (100s)</p> <p>Cooking, collecting and interpreting data, planning equipment, drawing, workbooks, songs, written calculations.</p>	<p>Following recipes, using volume and mass, temperature. Drawing shapes and pictures Making posters and learning songs.</p> <p>Mass, volumes, temperature. Scale Multiplication facts</p>	<p>Recipe books, online recipes Microsoft Excel</p> <p><a href="http://www.taste.com.au">www.taste.com.au</a></p> <p><a href="http://www.prodigy.com">www.prodigy.com</a></p> <p><a href="http://www.khanacademy.org">www.khanacademy.org</a></p>	<p>Samples of recipe process, photos.</p> <p>Samples of drawings</p> <p>Photos of posters</p>

Mathematics Learning area	<b>Teaching</b> <i>What <b>topics/content</b> am I intending to teach my child?</i>  <i>What <b>strategies</b> will I use?</i>	<b>Learning</b> <i>What <b>activities</b> will my child do?</i>  <i>What <b>skills</b> will my child develop?</i>	<b>Resources</b> <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	<b>Monitoring and progress</b> <i>How will I <b>monitor</b> and <b>record</b> my child's progress?</i>  <i>What forms of assessment will be collected for <b>work samples</b>?</i>	
	<b>Study block D</b> <small>(row expands to fit content)</small>	Percentages Fractions Large number subtractions  Collecting and interpreting data, converting data. Documentation.	Discussing uses for percentages and fractions. Looking for uses around the house. Making graphs and pie charts. Workbooks and sheets	Microsoft excel  <a href="http://www.skillsyouneed.com">www.skillsyouneed.com</a>  <a href="http://www.kids.britannica.com">www.kids.britannica.com</a>	Samples of graphs, charts and findings Copy of calculations.

Science Learning area	Teaching <i>What <b>topics/content</b> am I intending to teach my child?</i>  <i>What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do?</i>  <i>What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor and record</b> my child's progress?</i>  <i>What forms of assessment will be collected for <b>work samples</b>?</i>	
<p><b>Science</b> Skill development in this area can include:</p> <ul style="list-style-type: none"> <li>scientific inquiry (questioning, predicting, hypothesising, collecting and analysing data, evaluating, communicating)</li> <li>using scientific knowledge and methods</li> <li>considering ethical and social implications</li> <li>understanding historical and cultural contributions.</li> </ul>	<p><b>Study block A</b> (row expands to fit content)</p>	<p>Life-cycle of a butterfly Identifying heat producing activities</p>	<p>Use different multimedia to identify the life cycle.</p> <p>Create drawings of different stages</p> <p>Identify sources of heat and how heat is produced.</p>	<p><a href="http://www.youtube.com">www.youtube.com</a></p> <p><a href="http://www.teded.com">www.teded.com</a></p>	<p>Art samples</p> <p>Reports</p> <p>Scientific writing.</p>
	<p><b>Study block B</b> (row expands to fit content)</p>	<p>Observing forces in action Weather basics</p>	<p>Create a marble obstacle course in order to identify how force is created and stored. Identify the types of forces that affect our daily lives. Test action/reaction theory with household objects.</p> <p>Identify weather events and how they change daily.</p> <p>Observe different weather systems in different regions of Qld and create a weather chart</p>	<p><a href="http://www.bom.gov.au">www.bom.gov.au</a></p> <p>The Weather Channel</p> <p>BOM app</p> <p><a href="http://www.khanacademy.com">www.khanacademy.com</a></p>	<p>Charts</p> <p>Pictures and videos</p> <p>Scientific writing</p>
	<p><b>Study block C</b> (row expands to fit content)</p>	<p>Water cycle Scientific method</p>	<p>Follow the water cycle.</p> <p>Draw a flow chart of the weather cycle and create a contained water cycle system.</p> <p>Identify different scientific methods to find outcomes to ideas.</p>	<p>Library books (TBA)</p> <p><a href="http://www.natgeokids.com">www.natgeokids.com</a></p> <p><a href="http://www.khanacademy.com">www.khanacademy.com</a></p>	<p>Reports</p> <p>Samples of charts</p> <p>Multimedia recordings</p>

Science Learning area		Teaching <i>What <b>topics/content</b> am I intending to teach my child? What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do? What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor and record</b> my child's progress? What forms of assessment will be collected for <b>work samples</b>?</i>
	<b>Study block D</b> <small>(row expands to fit content)</small>	Association Web (food) Genetics	Identify various food webs and how animals fit in the system create a web using string and poster.  How genes are passed on to children. Chart probabilities of gene expressions.  Identify how some genes are stronger than others	<a href="http://www.khanacademy.com">www.khanacademy.com</a>  <a href="http://www.learn.genetics.utah.edu">www.learn.genetics.utah.edu</a>	Samples of food charts  Multimedia recordings  Workbooks

Humanities and Social Sciences Learning area	Teaching <i>What <b>topics/content</b> am I intending to teach my child?</i>  <i>What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do?</i>  <i>What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor and record</b> my child's progress?</i>  <i>What forms of assessment will be collected for <b>work samples</b>?</i>	
<p><b>Prep – Year 6</b> <a href="#">Humanities and Social Sciences (HASS)</a></p> <p><b>Years 7 – 10</b> <a href="#">History</a> <a href="#">Geography</a> <a href="#">Civics and Citizenship</a> <a href="#">Economics and Business</a></p> <p>Skill development in these areas can include:</p> <ul style="list-style-type: none"> <li>inquiry methods (questioning, planning and researching, recording evaluating and representing, interpreting, analysing, and concluding)</li> </ul>	<p><b>Study block A</b> (row expands to fit content)</p>	<p>Early QLD explorers Armed services (ANZAC day)</p>	<p>Identify 1 early QLD explorer Gather information on their life and achievements and write a report on findings.</p> <p>Investigate importance of and meaning behind ANZAC Day and create a short oral report.</p>	<p><a href="http://www.google.com">www.google.com</a></p> <p><a href="http://www.awm.gov.au">www.awm.gov.au</a></p>	<p>Written report of life of explorer</p> <p>Multimedia report on ANZAC Day</p> <p>Written Assignment of ANZAC Day</p>
	<p><b>Study block B</b> (row expands to fit content)</p>	<p>Aboriginal Culture Politics - Local</p>	<p>Explore the Aboriginal culture and how it is integrated into the local community.</p> <p>Identifying the importance of keep the culture alive</p> <p>Identify how the local government is created and the structure of how it works. Visit local government buildings.</p>	<p><a href="http://www.creativespirits.info">www.creativespirits.info</a></p> <p><a href="http://www.rockhamptonregion.qld.gov.au">www.rockhamptonregion.qld.gov.au</a></p>	<p>Art samples</p> <p>Samples from written assignments</p> <p>Written text</p>
	<p><b>Study block C</b> (row expands to fit content)</p>	<p>NFP Organisations Politics – State</p>	<p>Identify a not for profit organisation and how they can operate.</p> <p>Why volunteers are the backbone of those organisations.</p> <p>How a State government works and is created. How this differs from Local Government. Visit State Parliament.</p>	<p>NFP website (TBA when it is chosen)</p> <p><a href="http://www.australia.gov.au">www.australia.gov.au</a></p> <p><a href="http://www.qld.gov.au">www.qld.gov.au</a></p>	<p>Reports</p> <p>Written assignments</p> <p>Pictures</p>

Humanities and Social Sciences Learning area	<b>Teaching</b> <i>What <b>topics/content</b> am I intending to teach my child?</i>  <i>What <b>strategies</b> will I use?</i>	<b>Learning</b> <i>What <b>activities</b> will my child do?</i>  <i>What <b>skills</b> will my child develop?</i>	<b>Resources</b> <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	<b>Monitoring and progress</b> <i>How will I <b>monitor and record</b> my child's progress?</i>  <i>What forms of assessment will be collected for <b>work samples</b>?</i>	
<ul style="list-style-type: none"> <li>• using sources and critically analysing perspectives</li> <li>• reflecting ethically</li> <li>• responsible and active citizenship</li> <li>• presenting evidence based arguments.</li> </ul>	<b>Study block D</b> <small>(row expands to fit content)</small>	Psychology of advertising Politics - National	Observe how psychology influences our choices, focussing on advertising for children. Complete small poll with friends to identify what products they have seen advertised and how badly they wanted them.  How the Federal parliament is formed and its structure. How these differ from State and local.	<a href="http://www.psychologytoday.com">www.psychologytoday.com</a>  <a href="http://www.australia.com.au">www.australia.com.au</a>	Art samples  Advertising samples  Written reports

The ArLearning area	Teaching <i>What <b>topics/content</b> am I intending to teach my child?</i>  <i>What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do?</i>  <i>What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor and record</b> my child's progress?</i>  <i>What forms of assessment will be collected for <b>work samples</b>?</i>		
<p><b>The Arts</b> Skills development in these areas can include: <u>Dance</u></p> <ul style="list-style-type: none"> <li>communicating, improvising choreographing and performing through movement</li> <li>aesthetic, artistic and cultural understanding</li> <li>respecting diverse purposes, traditions, histories and cultures</li> </ul> <p><u>Drama</u></p> <ul style="list-style-type: none"> <li>exploring, depicting and celebrating human experience</li> <li>improvising dramatic elements</li> <li>analysing dramatic elements, skills processes, forms, styles and techniques</li> <li>participating actively and critically</li> </ul> <p><u>Media Arts</u></p> <ul style="list-style-type: none"> <li>thinking critically and creatively</li> <li>participating in, experimenting with and interpreting media culture</li> <li>expressing ideas, concepts and stories for different audiences</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>composing, performing, improvising, responding and listening</li> <li>respecting music and music practices</li> <li>developing aesthetic knowledge</li> <li>pitch, rhythm and aural skills</li> <li>elements of music notation</li> </ul> <p><u>Visual Arts</u></p> <ul style="list-style-type: none"> <li>thinking critically and creatively</li> </ul>	<b>Study block A</b> (row expands to fit content)	Painting  Ukulele  Basic woodworking skills	Learning about different styles of painting and famous paintings  Visit the state Art Gallery and GOMA.  Learn basic chords of the ukulele  Basic hand held skills of woodworking, producing two completed ideas from conception to completion.  Safety involved with hand held wood work	QLD GOMA and Art Gallery  <a href="http://www.google.com">www.google.com</a>  <a href="http://www.rockhamptonmensshed.org.au">www.rockhamptonmensshed.org.au</a>	Art samples  Pictures  Reports  Art portfolio	
		<b>Study block B</b> (row expands to fit content)	Short Story becomes short play  Drumming	Transfer of personal written short story into a short play that captures attention of audience.  Drumming basic – keeping time, Different types of drums and materials.	Written short story from Block A English  Library books (TBA)  Bongo Drum  Music store	Video of short play  Reports  Video of drumming
			<b>Study block C</b> (row expands to fit content)	Dancing Styles  Photography	Identify different styles of dance and their individual differences.  Basics of photography. Types of camera, and lenses.	<a href="http://www.google.com">www.google.com</a>  <a href="http://www.youtube.com">www.youtube.com</a>

The ArLearning area	Teaching <i>What <b>topics/content</b> am I intending to teach my child?</i>  <i>What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do?</i>  <i>What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor and record</b> my child's progress?</i>  <i>What forms of assessment will be collected for <b>work samples</b>?</i>	
<ul style="list-style-type: none"> <li>developing a personal aesthetic by representing and communicating</li> <li>analysing visual artworks</li> <li>creating and displaying artworks.</li> </ul>	<b>Study block D</b> <small>(row expands to fit content)</small>	Photo Editing  Multimedia year in review	How photos can be altered with filters, or photoshop.  Using videos from throughout the year, create one full year in review video recording.	Photoshop  Instagram  Facebook  Blender	Video  Sample photos

Technologies Learning area	Teaching <i>What <b>topics/content</b> am I intending to teach my child? What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do? What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor</b> and <b>record</b> my child's progress?  What forms of assessment will be collected for <b>work samples</b>?</i>	
<p><b>Technologies</b> Skills development in these areas can include:</p> <p><b>Design and Technologies</b></p> <ul style="list-style-type: none"> <li>investigating, generating and critiquing design ideas and solutions</li> <li>using design and systems thinking</li> <li>managing processes and projects</li> <li>selecting and manipulating materials, tools and equipment</li> <li>producing designed solutions</li> <li>evaluating</li> </ul> <p><b>Digital Technologies</b></p> <ul style="list-style-type: none"> <li>collecting, sorting and exploring data</li> <li>designing algorithms</li> </ul>	<p><b>Study block A</b> (row expands to fit content)</p>	<p>Vision Board Fibre production</p> <p>Posters, family research and discussion, documentaries.</p>	<p>Create two vision boards of the things they would like to do, achieve, have, feel. One physical, one online. Poster comparing two fibres</p>	<p>Magazines to cut out. <a href="http://www.pinterest.com">www.pinterest.com</a></p>	<p>I will journal discussion that arise and document the resources they were attracted to. Sample of vision board and posters</p>
	<p><b>Study block B</b> (row expands to fit content)</p>	<p>Food production Blogging</p> <p>Visiting farms, watching ABC Reading blogs of interest, analysing structure and content</p>	<p>Farm to plate trail. The cost of certain foods to produce Writing and editing a blog post on current interest, backing up with research and links as needed.</p> <p>Researching, comparison, analytical skills, editing.</p>	<p><a href="http://www.abc.net.au">www.abc.net.au</a> -Gardening Australia -landline</p> <p>Vegetable growing books</p> <p>Books on blogging Youtube videos on starting a blog</p>	
	<p><b>Study block C</b> (row expands to fit content)</p>	<p>Recycling Technology Vlogging</p>	<p>Visit recycling centre and discuss recycling operations Complete a written assignment on how recycling occurs and outcomes of recycling.</p>	<p><a href="http://www.rockhamptonregionalcouncil.qld.gov">www.rockhamptonregionalcouncil.qld.gov</a> YouTube videos on creating vlogs</p>	<p>Written assignments Pictures and videos</p> <p>Vlog</p>

Technologies Learning area	Teaching <i>What <b>topics/content</b> am I intending to teach my child? What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do? What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor</b> and <b>record</b> my child's progress? What forms of assessment will be collected for <b>work samples</b>?</i>	
<ul style="list-style-type: none"> <li>• creating interactive digital solutions</li> <li>• managing projects</li> <li>• predicting, monitoring, analysing, evaluating and communicating</li> <li>• representing and interpreting.</li> </ul>	<b>Study block D</b> <small>(row expands to fit content)</small>	Basic Coding	The basic knowledge of what coding language is and how it works Using coding apps to perform simple coding.	<a href="http://www.tynker.com">www.tynker.com</a>  Regional library workshops  Youtube videos  Google searches	Tynker reports  Coding outcomes in video

Learning area	Teaching <i>What <b>topics/content</b> am I intending to teach my child?  What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do?  What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor</b> and <b>record</b> my child's progress?  What forms of assessment will be collected for <b>work samples</b>?</i>	
<p><b><u>Health and Physical Education</u></b> Skill development in this area can include:</p> <ul style="list-style-type: none"> <li>examining, investigating, planning, practicing, evaluating personal identity</li> <li>developing and using health strategies</li> <li>practising, using feedback, performing and refining movement skills</li> <li>modifying rules for fair play</li> <li>evaluating and justifying reasons to solve movement problems.</li> </ul>	<b>Study block A</b> (row expands to fit content)	Catching and throwing at targets Duathlons	Ball games as a family Cricket matches with our homeschool group  Hand-eye coordination, learning about training, pacing yourself and	Sporting equipment  Rockhampton Triathlon Club	Personally monitoring the progress and improvement as physical activity is difficult to monitor. Photos of activities
	<b>Study block B</b> (row expands to fit content)	Archery Hiking	Archery at Local hikes  Balance, coordination Navigation skills.	Peace International Archery Club  Education from Grandad on archery	As above
	<b>Study block C</b> (row expands to fit content)	Surf lifesaving Cross country running	Participate in local surf lifesaving Organise and participate in cross country run with homeschooling group  Endurance, first aid knowledge, beach awareness.	Emu Park Surf Lifesaving Club	As above
	<b>Study block D</b> (row expands to fit content)	Emotional Awareness  Sportsmanship	Research sports psychology, discussions around good sportsmanship, discussions and written work around competitiveness  Emotional awareness, controlling strong emotions.	Self discovered/researched information from online and discussions with people who do sport competitively	Written samples

Learning area	Teaching <i>What <b>topics/content</b> am I intending to teach my child?</i>  <i>What <b>strategies</b> will I use?</i>	Learning <i>What <b>activities</b> will my child do?</i>  <i>What <b>skills</b> will my child develop?</i>	Resources <i>What resources will my child and I use? Include a <b>variety</b> of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I <b>monitor</b> and <b>record</b> my child's progress?</i>  <i>What forms of assessment will be collected for <b>work samples</b>?</i>	
<p><b>Languages</b> Skill development in this area can include:</p> <ul style="list-style-type: none"> <li>communicating using language and gestures</li> <li>summarising, reorganising and analysing information from different texts</li> <li>listening, reading, viewing and creating, writing, imaginative texts</li> <li>creating bilingual resources.</li> </ul>	<p><b>Study block A</b> (row expands to fit content)</p>	<p>French Greetings, and basics</p>	<p>Daily French lessons. Create short comic strip demonstrating greetings and phrases learned.</p> <p>Converse in a different language.</p>	<p>Duolingo app</p> <p>Youtube – French songs, conversations, and kids shows</p>	<p>Progress seen by conversations recorded as samples. Copy of comic strip.</p>
	<p><b>Study block B</b> (row expands to fit content)</p>	<p>French People, travel phrases</p>	<p>Create short role play as if traveling. Create poster and itinerary for traveling to France</p> <p>Build confidence before using in real world situations</p>	<p>French travel books</p> <p>Lonely Planet Experience France</p> <p>Seek out French backpackers to converse with.</p>	<p>Sample of itinerary. Sample of written role play.</p>
	<p><b>Study block C</b> (row expands to fit content)</p>	<p>French Family and activities</p>	<p>Complete a family tree of names Write out activities and their plurals</p> <p>Practicing writing in French</p>	<p>English to French Dictionary</p> <p>All French books available through our local library.</p>	<p>Sample of family tree Writing samplesf</p>
	<p><b>Study block D</b> (row expands to fit content)</p>	<p>French Food</p>	<p>Look for French recipes and cook for the family Create a menu for our home French restaurant</p>	<p>French cookbooks</p>	<p>Record resources found Photos of the meals. Copy of the menu from our home restaurant.</p>