

YEAR 1 SA Application for Home Education

Your child as a learner

Overview of your child's learning strengths

Observant, keen and quick to learn, loves art and craft, enjoys experimenting and doing new things. Very imaginative, loves role-playing games, playing board and card games. Persistent with a sustained attention span. Strong sense of independence.

Short term learning goals and targets (6-12 months)

1st goal

Continue to develop foundation literacy skills - listening, speaking, viewing, reading, writing and comprehension - so that she can express and communicate her ideas and experiences, as well as access and enjoy those of others. Build her vocabulary and improve pronunciation.

2nd goal

Continue to build her mathematical abilities and understanding through meaningful and practical applications and tasks, problem solving activities, games and play. To maintain her present level of confidence and enjoyment when thinking and working mathematically.

3rd goal

Through a range of independent and collaborative activities, continue to nurture her curiosity and critical thinking skills. Enable her to confidently direct and control her own learning. Provide opportunities to explore her creativity and respond to that of others. Encourage her to reflect and evaluate her thoughts, ideas and experiences, and those of others.

Proposed educational program

Provide an overview of the teaching approach or methods that will guide your learning program

We will build on and further develop natural learning opportunities as they arise. We will maintain a richly resourced learning environment that supports learning across the curriculum, including a program of community based social and educational activities and excursions.

ENGLISH

- Weekly library visits, participation in group activity Storytime, borrowing books representative of diverse cultures and experiences
- Reading together, practicing reading strategies, retell familiar and favourite stories
- Talk about and create the different elements in story (character, setting, plot, etc) that help to make and convey meaning, what she likes and dislikes and why
- Help and encourage writing and creating texts for various purposes, support with learning sounds (phonetics); introduce conventions of language (full stops, comma, capitals, etc); introduce editing
- Discussions about the different ways people communicate their thoughts, feelings, and ideas in books, on the internet, cinema and television, movement and through different works of art (type, purpose, strategies)
- Introduce and practice using organisational elements of books, websites, programs, etc (page numbers, contents, index, buttons, bars and links)
- Explore and create texts for different purposes; identify doing, descriptive and naming words and how to place and use them to help convey meaning
- Further develop social interaction skills (turn taking, appropriate volume, active listening, prediction, etc)
- Opportunities for sharing information, eg 'show and tell'

Resources

- Home library, borrowed books from local library
- Local weekly Storytime sessions

- [Mayor's Short Story Challenge](#)
- [Premier's Reading Challenge](#)
- Flashcards, word building games, manipulative letters, etc
- Literature based unit studies
 - F-2 Units from <http://e4ac.edu.au/early-years/>
 - Select and adapt appropriate units from <http://globalwords.edu.au/australian-curriculum-english/>
 - create own reflecting personal, family and community interests
- Draw on the extensive Language Development list of materials and suggestions in Beverley Paine's publication [Learning Materials for the Homeschool](#)
- Create ideas and activities to reinforce learning from the following [The Educating Parent](#) checklists
 - [Conventions of Language](#)
 - [Forms of Writing: Writing Activities](#)
 - [Media Study Activities](#)
 - [Research and Library Skills](#)
 - [Listening and Speaking Skills](#)
 - [Listening and Speaking Activities](#)
 - [Reading Skills](#)
 - [Learning Skills Checklist](#)
 - [Writing Skills](#)
- Occasional use of online and downloaded English games, eg
 - <https://readingeggs.com.au/>
 - <http://www.readingdoctor.com.au/>
 - <https://www.abcmouse.com/>
 - <https://kids.youtube.com/>
 - <http://www.borrowbox.com/>
 - <https://learnwithhomer.com/>
 - <https://www.teachyourmonstertoread.com/>

- School Zone workbooks: *Preschool Basics*, *Kindergarten*, *Giant Beginning Reading*, *First Grade*
- [Scootle](#)

MATHEMATICS

- Continue to encourage, in meaningful contexts as they arise, simple mental arithmetic calculations (addition and subtraction), measuring, considering scale, estimating, use of mathematical terminology, identification of shapes and other attributes of objects.
- Encourage questioning to determine and infer possible outcomes, gather and introduce representing data graphically inferences, and interpret information (data) presented in a variety of ways.
- Continue to use manipulatives when working with numbers and to introduce using pen and paper, calculator, and on-screen calculations.
- Work on confidently count and order numbers to 100, introduce counting by 2s, 5s, 10s, introduce the concept of place value (units, tens, hundreds, etc).
- Recognise and name equivalent fractions; halves, quarters, eighths, etc.
- See that an analog clock is divided into twelfths comprising 5 minute sections, 60 minutes, 12 hours, 15 minutes equals 1 quarter - learn to tell the time, both analog and digital.
- Learn and order the days of the week and months of the year, recognise special celebratory days.
- Use mathematical terms and concepts when giving and following directions, as appropriate.
- Identify the value of coins and notes, understand the concept of paying for goods, receiving change.
- Explore and describe patterns and sequences.

Resources

- Art and craft activities, science experiments, geography (maps, etc) activities, role-playing games (eg shops, mud-kitchen, etc), nature play, cooking, budgeting, personal bank account.
- LEGO, DUPLO, MathsUSee manipulatives, Froebel Gifts, Tangram, Puzzles, Board/Card/Dice games, attribute blocks, wooden blocks, geometric solids, measuring equipment, Polydrons, construction straws, 100 Number Board & Tiles,
- School Zone workbooks: Preschool Basics, Kindergarten, Maths Basics, First Grade
- Life of Fred
- Scootle: <https://www.scootle.edu.au/ec/p/home>
- Draw on the extensive 'Mathematics' list of materials and suggestions in Beverley Paine's publication 'Learning Materials for the Homeschool'
- Create ideas and activities to reinforce learning from the following The Educating Parent content checklists:
<http://theeducatingparent.com/sitemap.html>
 -- Number - Primary School Maths - Checklist
 -- Space - Primary School Maths Checklist
- Occasional use of online and downloaded Math games, apps and programs: eg
<http://au.mathletics.com/home/mathletics-for-home-users>;
<https://au.ixl.com/math/>;
<https://www.prodigygame.com/>,
<https://www.khanacademy.org/math>,
<https://itunes.apple.com/us/app/monster-math-for-kids-games/id1025450732?mt=8>,
<https://itunes.apple.com/us/app/math-ninja-hd-free/id373814902?mt=8>,
<https://www.mathmammoth.com/worksheets/free.php>,
<https://www.pascalpress.com.au/targeting-maths-apps/>,
<https://mathsonline.com.au/>

SCIENCE

- Main areas of focus will be a) living things (features, needs, life cycles); b) simple chemistry (properties of elements); c) simple physics (light, motion, energy); d) our solar system.
- Emphasis will be placed on developing thoughtful questions (inquiry and hypothesize), learning where and how to find useful information (research), develop strategies to test questions and assumptions (prediction, experiment, evaluate), and how to collect and record observations.
- Record and communicate investigations and explorations to others in a variety of ways.
- Learning about scientists and their achievements; and practical applications of science in our daily lives.
- Developing an understanding that change is an integral aspect of life: eg life cycles, transformations in materials, weather patterns, etc.

Resources

- Unit studies:
 - <https://www.australiancurriculumlessons.com.au/category/science-lessons/science-lessons-year-1/>;
 - Nature Study Guide units
 - BrainPop <https://www.brainpop.com/science/>
 - Free Science Experiments
<https://www.madaboutscience.com.au/shop/science-extra/category/free-experiments/>
- Texts: Outdoor Science, DK 101 Great Science Experiments, STEM books from the library, Cosmos magazine
- Community Activities:
 - Science Alive Tonsley;
 - Little Bang Discovery Club,

- Arduino STEM Workshop,
- Nature Play SA,
- Nature Study Group;
- getting involved in some Citizen Science projects
- Adelaide Zoo membership; Urimbirra Wildlife Park membership
- Various 'Build Your Own' and 'DIY Education kits'
- Board games and puzzles, chemistry set, magnets, magnifying glasses, prisms, LEGO, Technics, Meccano, telescope, atlas, globe, nature play
- Draw on the extensive 'Science' list of materials and suggestions in Beverley Paine's publication 'Learning Materials for the Homeschool'
- Support groups:
 - Nature Science for Aussie Families
<https://www.facebook.com/groups/2009300036013524/>;
 - Australian Home Education Stem
<https://www.facebook.com/groups/Australian.Home.Education.STEM/>;
 - Australian Home Education Science Experiments
<https://www.facebook.com/groups/897860440303813/>
- Occasional use of online and downloaded Math games, apps and programs: eg
<https://www.khanacademy.org/science;>
Star Walk star locator;
BrainGenie <https://braingenie.ck12.org/>;
Leo's Pad;
Happy Little Farmer;
Alchemy Genetics;
DIY Sun Science;
Monster Physics

HUMANITIES AND SOCIAL SCIENCES

- Through a series of unit studies and planned excursions:
- Continue to develop a sense of time passing and change by viewing, reading and talking about events, people, places and objects past, present and future; visiting museums, noticing and reflecting on how people, objects and places change and identifying some of the factors that create that change.
- Ordering events and change (sequence), planning future events, keeping a diary or recording information on a calendar.
- Identify and locate places and features; create and use different types of maps and other ways of presenting information.
- Conservation; how and why people look after things and places.
- Explore different family structures, past and present, and roles and occupations, including in other cultures.
- Learn about and participate in cultural celebrations.
- Learn about the weather and seasons, here and in other places, and the effect it has on people, animals and plants.
- Identify natural and constructed features of the local environment, how people use the land, recognise and name local uses and their features (shops, school, medical centre, farms, mines, etc).
- Suggested themes and activities: My Year 1 Book; Time Capsule; Songs from the Past; Time Traveller; Where I live - Now, Then and Imagining the Future; Celebrating History Month; My Family Tree; Kurna; From Over the Sea (migrants and refugees); Ngurunderi, Tjibruki Dreaming; Our Sustainable World

Resources

- Sustainable World Unit Studies:
https://www.coolaustralia.org/curriculum-materials/?types_k=&types_v=&year_level_k=year_level-year-1-and-2&year_level_v=690&ca_topic_k=&ca_topic_v=&subject_k=subject-history&subject_v=1218& and
<https://www.coolaustralia.org/curriculum->

[materials/?types_k=&types_v=&year_level_k=year_level-year-1-and-2&year_level_v=690&ca_topic_k=&ca_topic_v=&subject_k=subject-geography&subject_v=282&](#)

- Aboriginal Education Lesson Plans:
<http://det.wa.edu.au/aboriginaleducation/apac/detcms/aboriginal-education/apac/lesson-plans/early-childhood.en?cat-id=9192342>
- List of museums:
https://en.wikipedia.org/wiki/List_of_museums_in_South_Australia
- Migration Museum Events
 - Dream Big Children's Festival - Like Me Like You
 - Buy Me! Learn Me!
 - A Day in the Life of a Child in the 19th Century
- Adelaide Zoo membership; Urimbirra Wildlife Park membership
- NAIDOC events, Tandanya <https://www.tandanya.com.au/events>
- Draw on the extensive 'Society and Environmental Studies' list of materials and suggestions in Beverley Paine's publication 'Learning Materials for the Homeschool'
- 100 Strategies for Teaching Geography by Beverley Paine
- Atlas, globe, street directory, maps, satellite navigator, orienteering
- Links:
 - Coorong Country: <https://coorongcountry.com.au/indigenous-ngarrindjer-coorong-culture/>;
 - Living Kurna Cultural Centre
<https://cdn.marion.sa.gov.au/sp/Warriparinga-Cultural-Education-Program.pdf>;
 - National Geographic <https://www.nationalgeographic.org/education/>;
 - Teaching History with 100 Objects
<http://www.teachinghistory100.org/>;
 - Anzac Day <https://anzacportal.dva.gov.au/education/resources>;
 - State Library <https://www.slsa.sa.gov.au/>

HEALTH & PHYSICAL EDUCATION

Focus areas:

- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships
- safety (substances; personal, in the home and community)
- fundamental movement skills, active play and physical games
- dance (rhythmic and expressive movement activities)
- "I can..." journal, to describe, chart and celebrate growing independence, personal and physical strengths, abilities and milestones
- Discuss changes people undergo as they grow older and factors that create diversity ('nature' and 'nurture'); 'Family Tree' project.
- Establish a personal safety plan and rehearse strategies, such as memorizing emergency phone contacts, where to go, identifying dangerous situations and what to do, and personal first aid.
- Become familiar with emergency services: CFS, police station, hospital, St John Ambulance.
- Identify ways in which society helps to keep us safe; create a series of posters identifying risk and possible safety measures and strategies for different areas, eg water safety, in the home, road safety, bushfire, storm damage, flood, etc). Discuss personal physical and emotional responses to different situations, how other people often respond and are affected differently.
- Create a personal healthy regime recipe book using MS Powerpoint.
- Read and view, discuss and respond to texts that pose and solve relationship conflicts; role-play and rehearse strategies for building inclusivity, practicing respectful connections that acknowledge cultural diversity.

- Establish regular physical activities: walks, swimming, dance, using playground equipment, ball games, simple warm up stretches, etc.
- Participate in group activities and games; practice cooperative and collaborative skills, turn-taking, fair play and the role of rules.

Resources

- Everyday life and play will feature largely as meaningful and in context activities for learning in this area.
- Excursions, individual and group.
- Our property; community play spaces and sports fields, beach, conservation parks, walking trails, community resources.
- Yulunga Traditional Indigenous Game Cards:
<https://www.sportingschools.gov.au/resources-and-pd/schools/yulunga>
- Healthy Active Kids Lesson Plans
<https://www.healthyactivekids.com.au/teachers/australian-curriculum/>
- The Anatomy Colouring In Book, other books about the body, growth and development
- Draw on the extensive 'Healthy and Physical Development' list of materials and suggestions in Beverley Paine's publication 'Learning Materials for the Homeschool'
- Let's Play Together (traditional games) edited by Beverley Paine
- For ideas and lesson plans:
<https://www.scootle.edu.au;>
<https://www.teachstarter.com/au/learning-area/health-pe/>,
Game Activity Cards - <https://www.sportingschools.gov.au/resources-and-pd/schools/playing-for-life-resources/find-a-card>,
<https://www.twinkl.com.au>,
<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1-to-stage-3/resources>

TECHNOLOGIES:

Design and Technologies; Digital Technologies

- Generate ideas as well as read and view, discuss and respond to texts that explore how the things we use every day are produced and created to meet needs: design and make a variety of things, experimenting with different materials and techniques, that reflect particular needs (cubby house, wicking garden bed, meal, cushion, storage area, toy, birthday card, movie, etc).
- Talk about natural and constructed environments and how they are used to help us thrive and survive; develop strategies to protect fragile, sensitive or important environments and objects (national parks, heritage buildings, 'treasures', etc)
- Discuss (compare, critique, test) and select different products and strategies based on their durability, sustainability and fit for purpose, eg plastic vs calico shopping bags; new or recycled; farmers market vs supermarket, etc.
- Explore and talk about the mechanic and material properties of everyday objects, what makes things work the way they do, why they are designed the way they are: use this emerging knowledge and understanding to design solutions when building and making.
- Through different projects and excursions explore the production of objects, in sequenced steps, from raw materials to finished item (forest to house, ore to metal, animal and plant to clothing - eg paper making, spinning wool, sewing, cubby house, etc).
- Use a variety of media to plan and draw, design, create and evaluate models.
- Continue to learn how to use a range of tools for different purposes safely and appropriately (eg, powered and non-powered, in the kitchen, woodworking, glue gun, scissors, etc).

Resources

- Draw on the extensive 'Technology' list of materials and suggestions in Beverley Paine's publication 'Learning Materials for the Homeschool'; The Educating Parent checklists 'Media Study Activities' and 'Art and Craft Activities'.
- LEGO, Duplo, Technics, Meccano, KNeX, wooden blocks, recycled 'junk' supplies, playdough and plasticine, craft supplies.
- Variety of DIY Education Kits, Built it Yourself Kits, Electronics, Arduino Robotics.
- Everyday life and play will feature largely as meaningful and in context activities for learning in this area.
- Excursions, individual and group.
- Bunnings free craft activities
- Arduino Robotics Workshop
- Various powered and non-powered tools - garden, woodworking, glue gun, scissors, kitchen utensils and equipment, etc.
- Lesson plans and unit studies:
<https://www.digitaltechnologieshub.edu.au/students>;
<http://technology.tki.org.nz/Resources/Teaching-snapshots/Junior-Years-1-6>;
<https://www.scootle.edu.au/>;
<https://www.australiancurriculumlessons.com.au/category/technology-lesson-plans/digital-technologies-lesson-plans/f-2-digital-technologies-lesson-plans/>

ARTS

Movement and Dance:

- continue to explore and extend ability through a range of different movements for different purposes safely, build confidence and develop skills;
- view and critically appraise different movement and dance performances, including those from other cultures;
- explore emotional expression through dance and movement;
- express ideas through movement and dance, experiment with tempo, space, levels, dynamics;
- present dance to an audience.

Drama:

- engage in solitary and group role-playing games and dramatic play, improvising, expressing ideas and emotions verbally and non-verbally, taking turns to generate ideas;
- planning and performing short plays in suitable spaces;
- creating storyboards, making short videos, including stop-go animations;
- view and critically appraise and respond to drama performances, including those from other cultures.

Media Arts:

- retell a story, event or explain an idea using a storyboard; make an animated movie, add sound and sound effects, edit and publish;
- continue to develop photography skills, exhibit photographs in different ways to suit audience, or enter a competition;
- take appropriate photos, ask permissions, and create a report of a homeschooling group activity for inclusion in the state network newsletter, email (with help) to editor;
- talk about how and why people share information using images and text in different ways.

Music:

- play with and listen, identify and appraise the different elements in music and song: pitch, rhythm, patterns, volume, beat, tempo, etc;
- alone or with others sing, make up songs, learn new songs, mindful of audience and looking after vocal chords;
- tinker about with percussion and other musical instruments for fun or in response to an idea, etc; explore the piano, try to reproduce patterns, learn short pieces of music by ear;
- listen to and critically appraise and respond to music, including those from other cultures.

Visual Arts:

- safely explore and experiment with a range of different art media and materials to create art works for fun and different purposes;
- practice drawing and representing objects and ideas using art media and ideas (people, places, feelings, plans, storyboards, etc);
- play with and blend colour, different art techniques and compositional effects (including those of other cultures);
- create artworks to display to an audience (eg competition, publication, etc);
- view and critically appraise and respond to artworks created by artists, including those from other cultures.

Resources

- Local weekly dance classes: jazz, ballet and tap
- Home and community indoor and outside playground equipment
- Attend community festivals and performances
- Visits to local and community art galleries, the Art Gallery of SA, Tandanya, exhibitions
- Yankalilla Agricultural Show, Royal Adelaide Show

- Draw on the extensive 'The Arts' list of materials and suggestions in Beverley Paine's publication 'Learning Materials for the Homeschool'; The Educating Parent checklists 'Media Study Activities' and 'Art and Craft Activities'.
- Our extensive collection of art and craft resources and materials
- Artventure <http://artventure.com.au>
- Art and craft books from the local library
- Lesson plans and links:
 - Pinterest;
 - AmblesideOnline <https://www.amblesideonline.org/ArtSch.shtml>;
 - Deep Space Sparkle <https://www.deepspacesparkle.com/category/art-lessons/first-grade-art-lessons/>;
 - Teaching Ideas <https://reliefteachingideas.com/category/art-craft/>;
 - KinderART <https://kinderart.com/grades/k-2/>;
 - Music Teaching Ideas
<http://www.teachingideas.co.uk/subjects/musical-elements>;
 - HotChalk Lesson Plans (Music) <http://lessonplanspage.com>;
 - Making Music Fun
https://makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php;
 - Stop Motion Studio;
 - You Tube;
 - Drama Starters and Ideas
<https://www.teachstarter.com/au/blog/drama-games-lesson-ideas-activities-for-kids-k-3/>;
 - BeatbyBeat <http://www.bbbpress.com/>;
 - huge list of drama lesson plans sorted by age
<https://www.childdrama.com/lessons.html>.

Languages

Our plan at this stage of our daughter's education is simply to widen her knowledge of the world beyond her home in Australia. Through a range of activities and resources we'll introduce her to different cultures, exploring the places and countries that gave rise to those cultures, their geography, history and way of life. Along the way we'll learn a few words and phrases in different languages to give her an understanding that people speak different languages, and that Australia is a place where although we speak English, many languages are spoken and used daily.

Activities may include exploration of art techniques, learning songs, preparing meals, growing food, playing cultural games, etc. And participation in cultural events and festivals.

We will start our exploration of this area of learning by finding out more about Aboriginal and Torres Strait Islander Peoples culture.

As our daughter grows we'll give her the opportunity to select a language she may like to concentrate on learning, eg AUSLAN, Indonesian, Mandarin, etc.

Resources

- We will investigate some of the links and organisations previously mentioned in HASS resources, as well listed on <http://theeducatingparent.com/directory/categories/lotesuppliers.html>.
- NITV and SBS OnDemand documentaries.
- An example of the approach we may take, together with a description of the kind of materials and resources we'll seek and use, can be found at

<http://theeducatingparent.com/curriculum/subjects/otherlanguages/planning.html>.

Long term goals:

How long do you plan to home educate for?

We intend to home educate her through the primary and secondary school year levels, given she remains keen to be home educated and we are capable of providing her with the education she requires to meet her learning needs.

Assessment and Evaluation

- Continuous observation and reflection of her abilities, attitudes, feelings, preferences, goals, learnings, processes.
- Of her growing and learning, collection of samples and photos so that we can remind ourselves how much she has grown and learned, and note the skills that she tries and masters over time.
- Reference to the Australian Curriculum.
- Progress through sequential activities (unit studies / lesson plans) and workbooks.

How will you show evidence of your child/ren engaging in home education?

- We will take photos and compile an album highlighting learning achievements and activities in all subject areas, excursions, camps, social activities, etc.

- We will keep dated samples of her work (subject and project workbooks, unit studies, art folders, science recordings, nature study journal, etc).
- Collection of calendar pages, participation and meritorious certificates.