Education Plan

Student

2018

Stage 3

(Years 5 to 6)

Our Educational Approach:

Our approach will be traditional home schooling incorporating lesson plans, reading – including both text books as part of lessons and interest led free reading, hands-on as well as video lessons, and written work and projects based on our unit studies. DD is very inquisitive and creative, she is an avid reader, is advanced in her spelling and literacy skills and we will continue to adapt her work to that level. She has made huge gains in her maths skills in the past year through additional time spent on these lessons, lots of hands-on teaching and varying lessons to find the best way for her to learn each topic. Her confidence has increased in the past year and she is feeling much more capable with her maths skills DD enjoys book work and hands-on lessons. We will continue to focus on Julia working independently on projects in each subject this year.

We will incorporate:

- Daily literacy work using the work provided through the CEA curriculum. We will be supplementing that with grammar lessons including those in the 'Sound Waves', and 'Targeting Grammar' workbooks, in depth book study through CEA, the Literacy Planet and Skwirk websites, and additional free reading time. She will be learning vocabulary lists through an extension spelling list to keep at her current level.
- Continuing strong maths focus with daily maths lessons via CEA curriculum and supplemented with the 'Targeting Maths' workbook, Mathletics and Maths Online websites and hands-on lessons as needed.
- Twice weekly science lessons using curriculum provided by CEA, as well as additional reading through 'Blake's Science Guide', science topic books, and home science experiments as well as You Tube channel lessons such as 'Bill Nye' and 'The Happy Scientist'.
- HSIE/Geography as per CEA curriculum, Skwirk lessons online, and supplemented with the 'Ready-Ed Australian Geography Series' workbook, additional topic reading, various online sites, You Tube and other documentary sources.
- Excursions related to topics, such as to museums, nature walks.
- Using her interests in her studies wherever possible.
- Continuing her horse riding lessons through RDA, swimming, martial arts for PE.

Special Education Issues:

DD has high-functioning autism, level 1 with severe sensory processing issues and anxiety. She had been completely unable to focus on school work in the classroom environment when at school and, her anxieties and distraction from the sensory issues caused her to miss much of her classroom learning time. She has difficulty in social situations due to her ASD. We have been (and will continue to be) working with OT and ST for social skills and sensory issues. She will continue to see her psychologist as needed. We have gradually been able to get DD to home school social meet-ups and will continue to encourage that. She attends weekly horse riding lessons provided through the RDA. We'll be adding another outside class, either in cooking or art this year as well. We feel her overall special needs are best met in the home school environment with outside supports.

Programs:

KLA 1: English

NESA Statement:

By the end of Stage 3 students communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes. They work productively and independently in pairs or groups to deliver effective presentations using various skills and strategies. Students collaborate with others to share and evaluate ideas and opinions and to develop different points of view. They express well-developed and well-organised ideas about literary texts and respond constructively to different opinions. They demonstrate active listening behaviours in order to gather specific information and ideas, recognising and exploring how spoken and written language differ and how spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.

Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. They identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers. Students compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic. Students identify text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual, media and multimodal texts.

Students create well-structured and well-presented written and multimodal imaginative, informative and persuasive texts for a wide range of purposes and audiences. They deal with complex topics, issues and language features. Students select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They make considered choices in written texts from an expanding vocabulary and from growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices. Students write well-structured sentences and paragraphs on particular aspects of the topic, clarifying and explaining how choices of language and literary features were designed to influence the meaning communicated in their texts. They spell most common words accurately and use a variety of strategies to spell less common words. They develop a fluent writing style and employ digital technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing, focusing on grammatical features and the conventions of writing.

Our plan:

We are using the CEA curriculum as a base for our lessons (five lessons weekly). She will be learning various types of writing styles (research, narrative, fiction vs non-fiction, biographical, and poetry) through these lessons as well as through lots of home reading of the various styles we cover, online lessons through Education.com and Teach Starter.com, among others. We will be doing an in-depth study of one to two chapter books per term with written summaries and discussion after each couple of chapters. She will be working independently on writing book reports, research reports, narratives, and other styles of writing and improving her writing through draft writing, proofreading, editing and revising her work. **Resources:** Grammar lessons via CEA, the Targeting English and Sound Waves book series for years 5/6, the Literacy Planet website, extension spelling lists for year 5 and 6 vocabulary, various chapter books obtained online and through our local library.

KLA 2: Mathematics
NESA Stage Statement:

By the end of Stage 3, students ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies to demonstrate fluency in mathematical techniques. They use mathematical terminology and some conventions, and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.

Students select and apply appropriate mental, written or calculator strategies for the four operations and check the reasonableness of answers using estimation. They solve word problems and apply the order of operations to number sentences where required. Students identify factors and multiples and recognise the properties of prime, composite, square and triangular numbers. They connect fractions, decimals and percentages as different representations of the same value. Students compare, order and perform calculations with simple fractions, decimals and percentages and apply the four operations to money in real-life situations. Students record, describe and continue geometric and number patterns, and they find missing numbers in number sentences. They locate an ordered pair in any one of the four quadrants on the Cartesian plane.

Students select and use the appropriate unit to estimate, measure and calculate length, area, volume, capacity and mass. They make connections between capacity and volume, and solve problems involving length and area. Students use 24-hour time in real-life situations, construct and interpret timelines and use timetables. They convert between units of length, units of capacity and units of mass. They construct and classify three-dimensional objects and two-dimensional shapes, and compare and describe their features, including line and rotational symmetries. Students measure and construct angles, and find unknown angles in diagrams using known angle results. They use a grid-reference system to locate landmarks and describe routes using landmarks and directional language.
Students use appropriate data collection methods to interpret and analyse sets of data and construct a range of data displays. They assign probabilities as fractions, decimals or percentages in simple chance experiments.

Our plan:

We will follow the CEA curriculum and supplement these lessons (five lessons weekly) using the Targeting Maths book series for years 5 & 6, and the Mathletics, Kahn Academy, and Maths Online websites. As she learns best with hands-on experience, we will use manipulatives where possible – such as with fractions and decimal lessons, as well as with shapes and geometry. **Resources:** CEA curriculum, Targeting Maths workbook series, Mathletics, Kahn Academy, and Maths Online websites, additional printed worksheets through Education.com and Teach Starter.com, manipulatives and equipment for measuring at home.

KLA 3: Science

NESA Stage Statement:

By the end of Stage 3 students show informed attitudes to issues related to the current and future use and influence of science and technology. They are interested and willing to engage in local, national and global issues that are relevant to their lives and the maintenance of a sustainable future. They are able to discuss how science and technology directly affect people's lives and are used to solve problems.

Students initiate, use and apply the processes of Working Scientifically and Working Technologically with a greater level of independence. They are more self-reliant in undertaking a range of scientific investigations and design projects, and in collaboratively completing the tasks. Students select and safely use a variety of equipment, materials and resources identifying potential risks. They identify where improvements to their methods, techniques or research could enhance the quality of the information gathered. Students use a range of representations to present, document and communicate methods, findings and ideas, including tables, graphs, diagrams and multi-modal texts, using digital technologies where relevant.

When Working Scientifically, students follow instructions, pose questions for investigations, predict likely outcomes and demonstrate honesty and accuracy in collecting, recording and analysing data and information. In planning and conducting fair tests they are able to identify variables to be changed and measured, and check results by repeating observations and measurements. They construct tables and graphs to organise data and identify patterns. They use evidence to draw conclusions and develop explanations.

When Working Technologically, students plan and implement a design process to meet the needs and wants of users/audiences. They explore and define the design task, establishing design criteria and considering constraints when planning the process. Students select and apply appropriate methods to develop and generate ideas and apply established criteria to evaluate and modify them. They develop plans, specifications and production sequences to produce solutions for built environments, information and products. They evaluate their solutions using self and peer assessment, and identify the strengths and limitations of the process used.

As students continue to observe and investigate aspects of the Natural Environment, they explain how natural events cause rapid changes to the Earth's surface. They describe key

features of the solar system and the contribution of people from a range of cultures over time to the advancement of science. Students explain everyday phenomena associated with the transfer of light and requirements for the transfer and transformation of electricity. They identify how energy from a variety of sources can be used to generate electricity and how science knowledge is used to inform personal and community decisions. Students describe how features of living things help them to survive in their environment and how the growth and survival of living things is affected by changes in the physical conditions of their environment.

Students identify the observable properties of solids, liquids and gases. They compare and classify different types of observable changes to materials, considering how their properties determine their use.

Within the Made Environment students explain how production systems are used to manufacture products. They explore changes that have occurred in the design of products over time and the social and environmental factors that influence the design of products. Students investigate how systems in built environments are designed to meet the needs of people, in response to social and environmental influences. They explain how systems can be used to transfer information and support communication, and how social influences impact on the design of a range of emerging information products.

Our plan:

We will be using the CEA curriculum lessons. We will supplement this each week with an additional day of science lessons using text books, various books obtained through our library – on our covered topics – as covered in the stage statements, a science experiment book for home, online lessons via Skwirk and Double Helix. We will also watch documentaries related to our topics. DD will be working more independently on science research and experiment design projects, as well as learning to report information using various graphs. We will, again, use hands on learning as much as possible which is how Julia learns best. **Resources:** CEA curriculum lessons, Blake's Science Guide, Excel Science and Technology workbook for years 5/6, science topic books via our library, virtual excursions such as the Natural History Museum, Skwirk and Double Helix websites, National Geographic website, science experiment plans for home via books and online ideas, and online and television documentaries on our topics.

KLA 4: History
NESA Stage Statement

By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms, including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.

Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Our plan:

We will follow the CEA curriculum and supplement this with an additional history (or geography lesson weekly). We will supplement the lessons with the Skwirk, History for Kids, and Australian Histories Mysteries websites. We will use various books via our library for additional reading on each of the covered topics, and excursions to museums. **Resources:** CEA curriculum, Skwirk website, Histories Mysteries website, Historicool Subscription, television and online documentaries relating to Australian colonisation and Federation as well as aboriginal history, excursions to museums, and various topic related books at home and at our local library.

KLA 5: Geography
NESA Stage Statement:

By the end of Stage 3, students describe the diverse characteristics of places in different locations across local and global scales. They explain interactions between people, places and environments and identify factors influencing interconnections. Students compare spatial distributions and patterns among phenomena. They explore how people respond to a geographical challenge and investigate reasons for differing perspectives.

Students develop geographical questions to frame an inquiry. They use a variety of strategies to locate, collect and record relevant data and information to answer inquiry questions. They represent data in different forms. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose solutions, and may take action in response to a geographical challenge and describe the expected effects of their proposal.

Our plan:

We will follow the CEA curriculum lessons. We will supplement one additional lesson per week in geography or history. We will use the 'Ready-ed Australian Geography Series' books for each year 5 &6 6, and various related topic books about the regions we are studying. We will use online learning sites such as Skwirk and National Geographic. Julia will work on independent projects and do additional reading relating to environmental and sustainability issues. **Resources:** CEA curriculum, 'Ready-Ed Australian Geography Series' workbooks for each year level, Barefoot Books World Atlas and various topic books, online and television documentaries on the areas/topics we are studying, worksheets and lessons via Education.com and Teach Starter.com, Skwirk website, various maps (Australia and World) and our globe at home.

KLA 6: PDHPE

NESA Stage Statement:

Students apply, adapt and vary movement skills in dance, gymnastics, games and sports. They understand the elements of movement and compose and perform movement sequences with control and coordination in various contexts. Students demonstrate teamwork, tactics and strategies when participating in team games. They demonstrate proficiency in the fundamental movement skills of leap, kick, twohanded strike and dodge and apply them in a range of challenging physical activity contexts. Students participate in a range of moderate to vigorous physical activities and apply movement skills with increased confidence and precision. They investigate the effects of physical activity on health and monitor and evaluate physical activity levels. Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing.

Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others. Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.

Our plan:

Will base our lessons on the CEA curriculum. These lessons include both health lesson plans and PE activities which we can do at home and at our local park. In addition to this, DD will continue to participate in weekly horse riding lessons, nature walks, trampoline at home, swimming at home, and will be adding in martial arts for year 5. We will also use meal planning and shopping with DD to reinforce health topics such as making informed, healthy choices. We will use our own books on growth and development/puberty as well. She will be participating in social skills group with ST as well which will cover interpersonal relationships and communicating positively with others.

KLA 7:
Creative Arts
NESA Stage Statement:

Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists' intention and audience interpretation and make reasoned judgements about these artworks. Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama. Students perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience. They recognise and discuss how dance has various artistic and cultural contexts.

Our Plan:

We will be following the CEA art lessons. We may supplement these with the Mrs. B's Art Room website. For music appreciation we will be selecting a style of music weekly to listen to during our lesson time and research, online, some of the people who contribute to each of the genres. We will be attending various musicals and plays in the community as DD is able - is particularly difficult for her at times due to her sensory issues, so we will be attending autism friendly performances when able.

Record Keeping:

- Lesson work printed and kept in folders per subject or photographs taken of hands-on work and activities and kept with written work.
- Photographs of and/or written summaries by DD of excursions.
- At each term's end, we will assess our progress compared to the NESA stage statements for each KLA and adjust our plan as needed for the next term.

Recording Progress:

Done through observing progress in daily work, keeping written lesson, spelling quizzes, occasional maths quizzes and workbooks.

Timetable: Attached