

Example of Pre-School Report for Year 1 Registration Purposes South Australia

This report included a selection of photos that illustrated and demonstrated how this 5 year old learned throughout the year. The application for home education was approved.

The Arts

Whenever he can C loves to mix paints, exploring the different colours he creates. A year ago he was content to roll or dab the paint on the paper whereas now he tends to draw figures or scenes and is now capable of colouring or painting within the lines. His drawings have become more sophisticated, showing more features than before, and closer attention to proportion, ratio and scale.

He is a prolific creator of art works in both 2D and 3D, frequently making things he's seen on TV or YouTube. He creates on his own or with his sister or homeschooling friends, working cooperatively and collaboratively on projects. He is active in deciding how his artwork will be displayed.

He spends a great deal of time outside tinkering and is forever connecting things together.

C enjoys using a range of different apps on his tablet, editing images and taking photos and videos. He enjoys using programs such as Minecraft, or toys such as LEGO and Duplo, to create his own imaginative models.

He enjoys making 'music' using the percussion instruments and toys, and tinkers on the piano. He listens attentively to songs he likes, learning the lyrics and is often singing as he works or plays.

For the most part drama is still mainly in the form of impromptu or planned role-playing or pretend games. He has his favourite themes, and will frequently get out the dress-ups or other props to enhance play. He enjoys watching live performances. He loves to dance with his cousins and friends, especially at the homeschool camp disco.

English

C has fond memories of Storytime at the local library and loves visiting to borrow videos and books. Storytime was discontinued and the library closed for several months due to the pandemic. He enjoys being read to at home and engages with the story, often predicting what may happen next, drawing pictures or playing games based on some of the stories he's heard. We introduced books with chapters and he was interested in the structure: the contents page, chapter headings, character summaries, maps, and was happy to answer the comprehension questions at the end of the stories.

A couple of years ago C drew the letters in 'Blippi' (his favourite YouTube channel at the time) everywhere and has finally moved on to start writing other letters, including attempts to write his name. He prefers to write numbers and for a while would call letters 'numbers'. At the same time he was keen learning how to recite the alphabet. He is aware that letters go together to make words. A favourite game is to arrange the plastic letters and ask an adult to pronounce the resultant word. He frequently writes 'words' on his drawings or on the blackboard.

He has been working through Reading Eggs. We are using phonetic flashcards for writing practice. He sometimes traces over letters (capitals and lower case) and words on wipe clean flash cards. He knows all of the letters of the alphabet.

C is adept at finding his way around apps and games on his tablet, navigating menus on the television and has an understanding of the layout and how to find things on a computer screen. He confidently uses a mouse.

He enjoys playing board, card and dice games with others and has become much better at waiting for his turn, playing until the end of the game, understanding the reason for rules, and handling losing.

He loves to show others what he has created or 'written'. With his grandmother typing and helping him find images using Google, C enjoys creating stories, sometimes with images he can colour once they are printed.

HASS

Like his sister, C demonstrates considerable curiosity and interest in the 'what, where, how and why' of people, places and things when we're out and about or watching documentaries or reading books. He listens intently about how things used to happen and why, including how things evolved or developed over time.

He enjoys visiting different museums and places of historic or cultural significance, especially museums. When visiting historic sites, we talk about the different features and the people that lived there, comparing them with modern life, exploring why such places are valued, cared for and important.

He likes to create his own imaginative maps and uses different types of maps (zoo map, road maps on holiday, location maps in parks, Google Earth) to look up different places. He is learning about countries and oceans and where they are, as well as other features of the globe, such as poles, equator, hemispheres, etc.

When out and about he frequently asks questions about direction, how far things are away, how long it will take to get there, and is developing a realistic concept of kilometres per hour.

He spends a lot of time outside, either on the property or visiting playgrounds or natural environments such as waterfalls, parks, beaches, etc. This leads to observing and discussing how natural environments change over time (erosion by flood, effects of fire, etc) and also how people manage and modify natural environments for different purposes (suburbs, playgrounds, walking trails, dams, etc).

He also has a developing sense of the built environment: the places we go for different purposes (food, health, information, etc), and how our society is organised: farmers grow food on farms, miners dig up resources in mines, electricity is generated in different ways; furniture and toys are made in factories; water is stored in tanks or reservoirs, etc. He helps with the family recycling.

C is a happy, affectional and physically active child, always on the move looking for something interesting to do. He enjoys challenges and loves competing, against others or himself. He has regular access to a variety of outdoor equipment including trampoline,

swings, climbing frame, flying fox, rope swing, climbing trees, slide, seesaw, round-about, hot tub, and pump track. He also enjoys going on walks with the family to the forest, beach or around the block, often taking Nellie our dog.

During 2020 he started swimming lessons at a local pool, including a focus on water safety. His confidence and ability in the water has grown.

We have continued to focus on responsibility for building healthy practices regarding personal hygiene, nutrition and safety. C can name the different parts of his body, including some of the internal organs.

Health & Personal Development

He is also taking more responsibility for his emotional and moral development and has a growing awareness of the appropriateness of his reactions and responses in different situations. He is learning to respect other people's requests for privacy and to not interrupt, or continue to do things when people say "no". He is able to identify, describe and relate to different emotions experienced by others (friends, family, in stories and on TV shows, movies, etc).

He needs to be reminded regarding following rules and instructions, often getting intently interested in what he is doing, reluctant to interrupt or stop it until his need is satisfied. Even though he can be inattentive at times, he is capable of being totally absorbed in something and can play for hours on his own. He enjoys the company of other children and is getting better at taking turns.

Mathematics

C totally understands number order to 100. He has completed the 100 number board many time, sometimes by filling out the units rows (going down the board), often crosschecking with the tens rows) to place the tiles. He reverses some numbers (eg thinking 35 is 53) but gets most of them right. C can read and identify and represent numbers to 100, but is still learning to write them.

He loves playing with the MathsUSee integer blocks, even though he says they aren't the right colours (NumberBlocks on the TV). He is working through the lessons in the MUS Primer curriculum with his sister. He understands the concepts of square numbers and basic multiplication ('how many lots of'). He can do simple arithmetic up to 100, understanding addition and subtraction. He is becoming familiar with using money playing his favourite board games.

He can identify and name shapes and describe objects using comparative descriptive terms such as thin, thick, longest, widest, heaviest, etc. He gets practice with measuring length, mass and volume when doing science, construction, craft and cooking. Using a range of materials he creates and repeats patterns. He confidently uses directional terms, including

east, west, north and south.

He has an understanding of time passing and is aware of the role of the hands on the clock and talks a lot about days, weeks and years. He is familiar with digital and analog clocks.

Science

C loves doing science experiments: he is forever exploring materials and experimenting. His grandparents have set up a 'lab' where he can muck about mixing materials together to create his own 'science experiments' using paints, kinetic sand, detergent, glitter, playdough and water.

Many of C's ideas come from watching science YouTube videos. Emily's Wonder Lab is one of his favourites. His grandparents introduce him to exploring magnetism, light, sound, colour, electronics, bubbles, gravity, solar system, and the properties of materials through specific activities and play.

Living on a large block offers plenty of opportunity to observe nature. C enjoys watching nature documentaries and borrowing books about animals from the library. He is a regular visitor to Monarto Safari Park and Adelaide Zoo. He is a huge fan of dinosaurs. One of his favourite role playing games is 'dangerous creatures' using a range of soft toys or small plastic animals.

Through discussion and visiting places C is learning about how different characteristics (landform, weather, climate, seasons, human activity, etc) help living things grow and thrive.

He is more interested in the physical than biological sciences. His favourite activity at the 2020 Science Alive was Nat's Chemistry Show. He enjoys using the Blake Education STEM Kit to explore the different properties of materials and to design and build objects to solve problems or perform tasks. He has observed how different properties change with heat and cold, and how different materials mix or don't mix.

He has participated in school holiday science activities at the local Library.

He already has a good understanding of the solar system and can name some of the planets.

Technology

C loves to tinker and has his own toolkit. He is a keen helper, jumping at the chance to use his dad's tools (with an emphasis on safety). He uses a range of analog and digital tools to informally and accurately measure length, weight, volume and temperature for different purposes including art, craft and science activities.

He designs and makes things using the STEM Kit, LEGO, Duplo, and materials from the 'junk' box (recycled items), frequently modifying his designs. During art and craft and science activities he is learning about the different properties of materials.

Through playing computer games such as Minecraft, he is learning about how people's needs are met in different ways (mining, building, farming, exploring, etc).

C is adept at using his tablet and has a basic understanding of navigating websites, as well

as competence using the remote for accessing his favourite streaming documentaries and programs. He uses educational programs and apps on his tablet as well as games. He plays games on his own or with other players and is learning how to play cooperatively, following rules.

Covid19 restrictions meant the children went on less excursions, and more time was spent watching documentaries and playing computer games. Games like Minecraft and Roblox offer some understand about where materials come from and how they can be formed and used to achieve goals and meet needs. During play, as well as art and craft activities, C uses a range of materials to design and make all sorts of things.