



Application
for
Registration
Home Education
2009

APPLICATION FOR REGISTRATION HOME EDUCATION 2009

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SUBJECT AREAS TO BE TAUGHT

BIBLICAL STUDIES

ENGLISH

MATHEMATICS

SCIENCE AND TECHNOLOGY

HUMAN SOCIETY AND ITS ENVIRONMENT

CREATIVE AND PRACTICAL ARTS

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

HOMEMAKING

TIMETABLING, RECORD KEEPING, ASSESSMENT AND EVALUATION

TIMETABLING—CHICKABID

TIMETABLING—THE DUCHESS

RECORD KEEPING, ASSESSMENT AND EVALUATION:

Attendance

A record of attendance will be kept in my Day Book, showing the number of school days and the amount of time each day which is devoted to learning in order to ensure that the minimum time of 5 hours x 200 days is adhered to. On days when the children are simply a bit off-colour, a modified school day will apply i.e. a focus on reading, spelling and maths games rather than desk work. This record will be distilled into an Excel spreadsheet and included in further application to the Home Education Unit for continuing registration.

Assessment:

Assessment will be on-going and recorded in one or more of the following ways;

- work sample folders
- weekly reviews (contained in curriculum materials)
- mental speed and accuracy tests

- spelling tests and dictation
- specific assessment tasks linked to a particular unit
- window displays, and
- weekly/fortnightly presentations to family

Evaluation

I will be evaluating and, if necessary, modifying the teaching programme on a continual basis. As formal assessment will be ongoing, rather than at the end of work units, the degree of understanding that Chickabid and The Duchess have will be clear, as will the work that needs to be covered again, areas that require further clarification, explanation, consolidation and practice.

STARTING POINTS

THE FOLLOWING INFORMATION HAS BEEN GLEANED FROM HOME AND CLASSROOM OBSERVATIONS OF CHICKABID AND THE DUCHESS AS WELL AS DISCUSSIONS WITH THEIR RESPECTIVE CLASSROOM TEACHERS AND INFORMATION FROM THEIR SCHOOL REPORTS. IT IS BY NO MEANS COMPREHENSIVE AND IS MERELY INTENDED TO GIVE A GENERAL OUTLINE OF WHAT I KNOW THEY KNOW AND WHAT I KNOW THEY DON'T KNOW.

THERE ARE SIGNIFICANT GAPS IN THE OUTLINES. AS WE COMMENCE HOME SCHOOLING THESE UNKNOWNNS WILL GRADUALLY COME TO LIGHT AND WILL BE ADDED TO AND CATERED FOR IN THE TEACHING AND LEARNING PROGRAMME.

IN ONE SENSE THERE IS NO DIFFERENCE BETWEEN THIS STATE AND THE POSITION OF ANY TEACHER GETTING A NEW CLASS FOR THE FIRST TIME. WE HAVE A SLIGHT ADVANTAGE IN THAT I KNOW THE CHILDREN ALREADY AND DON'T HAVE TO START FROM THE VERY BEGINNING AS CLASSROOM TEACHERS DO EVERY JANUARY.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRI DAY	SATURDAY
7AM—8AM	HOMEMAKING	HOMEMAKING	HOMEMAKING	HOMEMAKING	HOMEMAKING	
8AM—9AM	B.STUDIES, ENGLISH	B.STUDIES, ENGLISH	B.STUDIES, ENGLISH	B.STUDIES, ENGLISH	B.STUDIES, ENGLISH	
9AM—10AM	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	
10AM—11AM	BREAK, MATHS	BREAK, MATHS	BREAK, MATHS	BREAK, MATHS	BREAK, MATHS	BASKETBALL
11AM—12PM	MATHS, COGS	MATHS, COGS	MATHS, COGS	MATHS, COGS	FIELD TRIP	
12PM—1PM	BREAK OUTDOORS	BREAK OUTDOORS	BREAK OUTDOORS	BREAK OUTDOORS	FIELD TRIP	
1PM—2PM	LUNCH, READING	LUNCH, READING	LUNCH, READING	LUNCH, READING	FIELD TRIP	
2PM—3PM	LIBRARY	HOMEMAKING	COOKING	ART, CRAFT	FIELD TRIP	
3PM—4PM	COGS	DRAMA	COGS	THERAPY	KIDS CLUB	
4PM—5PM	HOMEMAKING	DRAMA	SWIMMING	VISITING	HOMEMAKING	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7AM—8AM	HOMEMAKING	HOMEMAKING	HOMEMAKING	HOMEMAKING	HOMEMAKING	
8AM—9AM	B.STUDIES, ENGLISH	B.STUDIES, ENGLISH	B.STUDIES, ENGLISH	B.STUDIES, ENGLISH	B.STUDIES, ENGLISH	
9AM—10AM	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	
10AM—11AM	BREAK, MATHS	BREAK, MATHS	BREAK, MATHS	BREAK, MATHS	BREAK, MATHS	
11AM—12PM	MATHS, COGS	MATHS, COGS	MATHS, COGS	MATHS, COGS	FIELD TRIP	
12PM—1PM	BREAK OUTDOORS	BREAK OUTDOORS	BREAK OUTDOORS	BREAK OUTDOORS	FIELD TRIP	
1PM—2PM	LUNCH, READING	LUNCH, READING	LUNCH, READING	LUNCH, READING	FIELD TRIP	
2PM—3PM	LIBRARY	HOMEMAKING	COOKING	ART, CRAFT	FIELD TRIP	
3PM—4PM	COGS	DRAMA	COGS	PHONICS PRACTISE	KIDS CLUB	
4PM—5PM	GYMNASTICS	DRAMA	SWIMMING	VISITING	HOMEMAKING	

LITERACY

Chickabid:

- is reading at Level 23 (RR Instructional)
- is beginning to read short chapter books
- is beginning to read for pleasure (Dr Seuss and Franklin would be two examples)
- has a wide vocabulary of known words
- attempts to spell unknown words using his understanding of the “look” of words
- reads for information within the community i.e. street signs, suburb names, advertising material, PowerPoint presentations at church
- reads out loud in corporate readings such as The Creed and various prayers at church (these differ from week to week so he is not memorising them)
- can find and underline memory verses from the Bible
- attacks unknown texts using several decoding strategies i.e. sounding out, reading to the end of the line
- can write short recounts of approximately 2 sentences, with encouragement
- uses capital letters for the beginnings of sentences and is using simple punctuation, including the apostrophe of possession
- is beginning to develop skills in attacking other text types
- is able to speak in front of a group, but often gets his thoughts and ideas confused
- has difficulty in expressing what he needs to say in ways that others can readily understand
- often repeats the same thing over and over when talking
- readily enters into conversation with others both adults and children
- is learning to write neatly, but finds it difficult to do so quickly

- needs to develop his handwriting skills focussing on the formation (start point, end point and movement) of letters
- attends weekly OT appointments at Skills for Kids at which he learns and practises such fine motor skills as noted in the previous point

AREAS TO WORK ON:

Reading:

- Chickabid appears to be “barking at print” at Level 23. I plan to focus on comprehension skills in particular
- reading for pleasure as well as information, using high interest material from home and the public library
- develop skills in reading with fluency and expression
- gradually introduce more difficult texts using the to/with/by method
- make reading meaningful and linked to everyday life and/or the topic being studied

Spelling:

- further develop Chickabid’s understand of the “spell” of words using a comprehensive spelling and phonics programme (see *Selection of Teaching and Learning Materials*)
- link additional spelling words to current topic and provide opportunities for using those words in a meaningful context

Writing:

- focus on one text type at a time
- teach slowly and explicitly
- link writing to current topic to make it meaningful and useful

Handwriting:

- explicitly re-teach all letter shapes using Targeting Handwriting Year 2, as well as a Year 2 handwriting exercise book, commencing in January with the aim of beginning Targeting Handwriting Year 3 no later than the beginning of Term 2.
- provide Chickabid with a pencil grip to encourage correct holding of the pencil
- focus on shape and slope to allow for speed and fluency
- encourage increasing amounts of writing by assisting with letter formation and size so that the act of writing is more pleasurable
- provide extensive word banks and lists for working independently
- publish and present regularly (fortnightly at minimum)
- encourage self-editing and,
- insist on correct spelling and punctuation

Talking and Listening:

By its very nature, Home Education provides a unique opportunity to work 1:1 with Chickabid on his speech and language skills. Each day, before we pack away “school” we’ll discuss and share what we did and learned together, giving Chickabid a chance to organise his thoughts. Over dinner each night we will be sharing our teaching and learning experiences with Ian, once a week we meet with my parents and he will have further opportunities to talk and share then. In addition, I

plan to have both children prepare brief presentations on units of work to share with family and friends.

The Duchess:

- knows most single sounds
- knows most beginning blends
- can identify rhyming words
- can play rhyming word games
- is beginning to "sound out" to attack unfamiliar words
- has difficulty in sounding out beyond simple cvc words
- can identify correctly the beginning, middle and end sounds of simple cvcs and words with simple blends
- is reading at approximately level 9 (Reading Recovery)
- can write her first name independently and her surname with help
- can write all letters of the alphabet
- is reversing a number of letters and most numerals
- has an awkward pencil grip
- attempts to write words using her knowledge of sounds
- can read at least 50 sight words
- can combine known words and sight words into sentences
- can retell a story from a book, television program or movie
- will use "quotes" from books etc in appropriate ways during daily conversation
- understands the conventions of spoken language
- takes turns in conversations
- organises her thoughts into cohesive sentences
- speaks confidently in front of a group
- understands that some words can sound like others but have different meanings i.e. band and banned

AREAS TO WORK ON:

- phonics
- spelling
- correct letter formation
- reading skills
- pencil grip
- writing in terms of text types as well as the process.

NOTES:

The Duchess is language oriented. She picks up inflection and intonation and is very sensitive to change in modulation and tone. When confronted with needing to use a word that she doesn't know, The Duchess will use a default word in order to clue us in that she needs to be supplied with the unknown word. For example, when talking about meals, her default word for an unknown meat is "chicken". The Duchess understands that the food in question is NOT chicken, but that's her cue to us that she needs the appropriate word. Once given the correct word, she stores it and rarely makes the same linguistic error twice.

MATHEMATICS:

Chickabid:

- can count to 999 (minimum)
- can count forwards by any stated number from 1—15 minimum
- knows addition facts to 20 (minimum)
- knows subtraction facts to 20
- knows most times tables from 0—12
- is beginning to use times tables to work out problems for himself
- understands the connection between multiplication and subtraction
- understands the connection between addition and subtraction
- can attempt complex subtraction questions in his head (i.e. 190-38)
- understands that multiplication is a process of counting on by a certain number each time
- can read the time on a digital clock
- can calculate the number of minutes between two stated times in his head
- understands that there are 60 minutes in an hour, 30 minutes in half an hour and 15 minutes in a quarter of an hour
- is beginning to read the time on an analogue clock
- understands that there is more than one way to express time i.e. 4.45pm can also be expressed as a quarter to five
- can calculate and understand the 24 hour clock
- can read and interpret a calendar
- can calculate the number of days between two stated activities i.e. *if it is the 15th August and there are 31 days in August, how many days until Spring?*

NOTES:

Chickabid thinks mathematically and has shown evidence of this since he was old enough to talk. He will figure out efficient mathematical strategies for himself and apply them (with varying degrees of success). In the area of Numeracy, he is working well beyond Stage One.

I am unable to comment on Chickabid's achievement and progress in Space and Measurement (apart from Time) at this stage. From his school reports it would appear that he is working at grade level, but what that means exactly I am unable to say.

AREAS TO WORK ON:

- consolidating Chickabid's current understanding of the mathematical functions +, - and x
- reintroduce division
- examine division as related to multiplication
- reading time on an analogue clock

The Duchess:

- can count to 100, but still has difficulty with the number following 29, 39, 49 etc

- can identify numerals to 20
- is not consistently reading numerals from left to right, resulting in confusion between, for example, 25 and 52
- is consistently writing numerals back to front
- can identify smaller and larger, hot and cold, curved and straight, heavy and light, more and less
- can match numerals to a group of objects
- can complete the missing half of a symmetrical drawing
- identify all the basic shapes
- can describe the difference between a square and a rectangle
- uses the language of position appropriately
- can follow a set of simple instructions
- can undertake simple addition and subtraction
- is beginning to write simple addition algorithms

AREAS TO WORK ON:

- reading numerals left to right
- consistent counting to 100 and beyond
- counting backwards (as a prelude to subtraction)
- writing numerals correctly

NOTES:

The Duchess, unlike Chickabid, does not think mathematically. At her stage of development and given her understanding of mathematical principles, it is most important that she be taught **facts** and not the whys and wherefores. She doesn't need to know why $5+5=10$, she simply needs to know that it does.

The curriculum materials I have selected for The Duchess will involve a little back tracking on Kindergarten work before introducing Stage One maths.

SELECTION OF TEACHING AND LEARNING MATERIALS

The selection of teaching and learning materials for Chickabid and The Duchess has absorbed a great deal of my time in planning and preparing for home schooling. I have elected to construct my own curriculum using a variety of different resources rather than purchasing a pre-packaged curriculum. Children don't come pre-packaged and rarely is there a one-size-fits-all in a boxed curriculum.

LITERACY SUB-STRAND/CHILD	PHONICS	SPELLING	READING AND COMPREHENSION	WRITING, GRAMMAR AND PUNCTUATION	HANDWRITING
CHICKABID	Learn to Read, Write and Spell 3	Successful Spelling 1, topic words	Levelled Readers from L20, Cocky's Circle, Junior Fiction	Text type based, linked to COGs unit or topic	Targeting Handwriting Year 2. exercise books
THE DUCHESS	Learn to Read, Write and Spell 2	Successful Spelling K, topic words	Levelled Readers from L3, Picture Books	Text type based, linked to COGs unit or topic	Targeting Handwriting Year 1, exercise books

MATHEMATICS:

Chickabid: Make it Maths Mentals 3
Practise and Improve your Maths 3
Mathematics K-6

The Duchess: Easy Learn Maths Kinder B
Practise and Improve your Maths K-1
Mathematics K-6

SCIENCE and TECHNOLOGY

Chickabid: Succeeding in Science 2
Multi-age COGs units from DET

The Duchess: Succeeding in Science 1
Multi-age COGs units from DET

HSIE

Chickabid: Succeeding in Social Studies 2
Multi-age COGs units from DET

The Duchess: Succeeding in Social Studies 1
Multi-age COGs units from DET

CAPA and PDHPE:

Multi-age COGs units from DET for both children. See *Scope and Sequence Charts* for more information.

BIBLICAL STUDIES:

On The Way For 3-9s commencing at Book 1.

NOTES:

I plan on commencing home schooling from the middle of January, beginning with about half an hour a day on basic literacy and numeracy using the resources listed above. I plan on making this enjoyable for the children and including games, cooking and craft activities. I want them to see learning as something we do all the time and not something restricted to school hours. As can be seen from the resources, some books are below their current grade level. As part of preparing for homeschooling, I initiated some testing in basic literacy and numeracy. This revealed a number of gaps in their understanding. Those gaps need to be plugged before the children can commence working at their grade level. There will be more information on this in the scope and sequence charts to follow.

As with an quality teaching programme I will constantly be evaluating whether these re-
sources are meeting the needs of the children and will modify them as necessary. Any



changes will be recorded along with the reasons for those changes.

WEEK/LESSON	Bible Passage	Memory Verse	Key Idea	Activity M	Activity G
1	Genesis 1:1—2:15	Romans 3:23	God made every- thing and it was good	Creation Mobile	Creation Wheel
2	Genesis 2:15—3:24	Romans 3:23	Sin came into the world, the conse- quences of sin	Separation	The Fall—what do you remember
3	Genesis 6:5- 8:22; 9:8—17	Romans 3:23	God punishes sin, but provides a way of escape for those who trust Him.	Flood Story Wheel	Flood Story Wheel
4	Genesis 11:27— 12:9	Psalms 145:13	God chooses peo- ple and calls them to follow him	Abraham's Travel Map	God Calls Puzzle
5	Genesis 13: 1-18	Psalms 145:13	The importance of making right choices	Lot's Choice Maze	Lot's Choice Maze/ Making Decisions
6	Genesis 17:1-8; 18:1-16;21:1-8	Psalms 145:13	God keeps his promises and can be trusted	Promises Mobile	Promises Mobile
7	Genesis 21: 9-21	Psalms 145:13	God cares for his people	Memory Verse Well	Memory Verse Well
8	Genesis 22: 1-19	Psalms 145:13	We need to put God first and obey him, even when it is hard to do so	God Provides leaf- let	God Provides leaf- let
9	Genesis 24: 1—67	Psalms 145:13	God guides those who obey him	Revision Game and Word Search	Revision Game and Word Search
10	Genesis 25: 19-34; 26: 34—27:41	Hebrews 13:8	Deceit and selfish- ness always lead to unhappiness and displease God	Make your own Jacob	Crossword Spiral
11	Genesis 27 : 42— 28:22	Hebrews 13:8	God's purposes cannot be thwarted	Jacob's Ladder	Question Wheel
12	Genesis 29: 1- 30:43	Hebrews 13:8	God begins to ful- fil his promise	Door Hanger	Code-O-Graph
13	Genesis 31: 1-3; 32:1—33:20	Hebrews 13:8	There is no need to be afraid if God is with me	Banner	Puzzle

BIBLICAL STUDIES

Resource: On The Way for 3-9s Book 1.

CHICKABID	THE DUCHESS
1. Reading together—shared book	1. Reading together—shared book
2. Spelling words	2. Handwriting
3. Spelling activity	3. Learn to Read, Write and Spell activity
4. Handwriting	4. Guided Reading—out loud
5. Learn to Read, Write and Spell activity	5. Guided Reading activity/comprehension
6. Guided Reading—read out loud	6. Spelling words
7. Guided Reading activity/comprehension	7. Spelling activity
8. Writing Task (from COGs unit)	8. Writing Task (from COGs unit)

ENGLISH:

The Literacy Session Routine

NOTES:

As soon as each child finishes the appropriate book, the next in the series will be purchased and work begun. It is anticipated that Chickabid will complete his book prior to the end of the school year and will begin working in Book 2 before 2010. This is because I am “filling the gaps” in Chickabid’s understanding. Should it become evident that the programme is too easy for him, I’ll immediately cease use of Book 1 and progress straight to either Book 2 or Book 3. It is anticipated that The Duchess will use Successful Spelling K for the whole of 2009

Chickabid

SUCCESSFUL SPELLING 1

Spelling: Starting Point

th, ng, sh__, __sh, wh, ee, ar, ar, oa, long a, a as in father, a as in walk, a as in squash, a as in mare, silent b, long i, y as in fly, y as in happy, long o, o as in mother, o as in shoe, long u as in tube, u as in pull and ruler, kn, wr as in write, ck, or as on fork,

As well as completing the spelling activities in the textbook, Chickabid will also write out his spelling words three days a week and be tested on his spelling words every Friday. The results from each spelling test will be recorded in an Excel spreadsheet and a chart will be created to show spelling results over the term.

Dictation sentences will be given following Units 5, 10, 15, 20, 25, 30, 35 and 40. Several additional spelling words will be included reflecting the COGs unit and can be found as a supplement to this page.

Each unit in the book is intended to represent a week’s worth of work. I anticipate that Chickabid will work through it at a faster rate as it is revision, not new

work.

ASSESSMENT:

- weekly spelling tests. Incorrect words to be written three times each and the words added to the travelling spelling lists (see page ##)
- Dictation tests every five units; punctuation assessed as well as spelling.

LEARN TO READ, WRITE AND SPELL 2

This is the companion book for *Successful Spelling 1*. It incorporates phonics, spelling, handwriting and comprehension activities based around the phonemes in each spelling unit. Chickabid will be completing all activities except the handwriting as we will have a separate textbook for that. As with the spelling book each unit is intended to last a week, but as it is all revision for Chickabid, I believe that it will take less time than this for him to complete the work successfully.

ASSESSMENT:

Ongoing in conjunction with spelling work.

HANDWRITING

I want to encourage Chickabid to take pride in his work, especially in his handwriting. His handwriting is not consistent in either size or shape and can be quite difficult to read. I plan on using the *“Targeting Handwriting”* textbook at Year 2 level initially to allow him some time to revisit Foundation Style, before moving onto Foundation Script. Chickabid is desperate to begin “joined-up” writing, so this will act as an incentive to him finishing the Year 2 book well.

Once this book has been completed, he will commence using *New Improved Foundation Handwriting (Paul Nightingale)*. I have chosen this particular text as it introduces each letter alphabetically first and then follows with common letter combinations as the child begins to join up their writing.

Chickabid will also participate in completing handwriting exercises in an exercise book with the appropriate line spacing for Year 2 and then Year 3. I am able to source these books from NES Books in Penrith as they have a comprehensive selection of exercise books that conform to those used in NSW Public Schools.

Handwriting practice will form a part of the daily Literacy session.

ASSESSMENT:

Ongoing.

- self assessment by the child at the end of each activity
- On-going assessment and feedback on performance by teacher
- Unsatisfactory work must be redone. Sloppy or careless work will not be accepted.

GUIDED READING

I will be sourcing bundles of Guided Readers from NES books, who will supply 4-5 levelled readers of varying text types, for homeschoolers. I will be using these readers to create activity work sheets and comprehension exercises for Chickabid to complete. Chickabid also has access to a wide variety of children’s picture books and some junior fiction through our own library at home. I have planned to

visit Penrith City Library every Monday in order to stock up on suitable reading material for the forthcoming week. This will allow the children to have a huge selection of picture books and Junior Fiction to choose from as well as big books, factual texts, cassettes, DVDs, videos and talking books.

I plan to start Chickabid on Level 20 in Guided Reading as he needs additional work on comprehension skills.

I will be purchasing levelled readers in bundles of 4, to last a month each, that is, at the rate of one guided reader per week. Each reader will have an attached activity booklet/leaflet which includes comprehension questions. The book will be read aloud several times during the week.

I have two teacher friends with access to Benchmarking Kits who would be prepared to assess Chickabid twice a year in order to double check that he is progressing as he should be.

ASSESSMENT

- regular comprehension questions both written and oral
- independent assessment via Benchmarking Kit twice a year
- Running records every two months to check appropriate levels

The Duchess:

SUCCESSFUL SPELLING K

Spelling: Starting Point

at, am, ab ad, an, ap, ag as, ed eg, em en, el, es et, ib id ig, ill ip, im in, is it, ob od og, on op ot, ub ug um, us ut un up, j, c k, y z, qu v x, bl br, cl cr dr, fl fr ft, gl gr, mp nd nk nt, pl pr, sc sl sk, sn st str, sw, tr, tw

As well as completing the spelling activities in the textbook, The Duchess will also write out her spelling words three days a week and be tested on her spelling words every Friday. The results from each spelling test will be recorded in an Excel spreadsheet and a chart will be created to show spelling results over the term.

Dictation sentences will be given following Units 5, 10, 15, 20, 25, 30, 35 and 40. Several additional spelling words will be included reflecting the COGs unit and can be found as a supplement to this page.

ASSESSMENT:

- weekly spelling tests. Incorrect words to be written three times each and the words added to the travelling spelling lists (see page ##)
- Dictation tests every five units; punctuation assessed as well as spelling.

LEARN TO READ, WRITE AND SPELL 2

This is the companion book for *Successful Spelling K*. It incorporates phonics, spelling, handwriting and comprehension activities based around the phonemes in each spelling unit. The Duchess will be completing all activities except the handwriting as we will have a separate textbook for that. I expect that, as most of the spelling is new to The Duchess we will work through the book at the rate of one unit a week and that this text will last approximately one school year.

ASSESSMENT:

Ongoing in conjunction with spelling work.

HANDWRITING

Targeting Handwriting 1/Year 1 exercise book

This is a particular area of need for The Duchess as she is reversing a large number of letters and numerals. The Duchess will work both in the textbook and in an exercise book copying handwriting from a white board. I will be focussing specifically on the shape of the letters and the direction in which they move. I have a copy of the handwriting cue phrases from the SWELL programme that I will be using in order to teach her.

ASSESSMENT

Ongoing.

- self assessment by the child at the end of each activity
- On-going assessment and feedback on performance by teacher

GUIDED READING

I will be sourcing bundles of Guided Readers from NES books, who will supply 4-5 levelled readers of varying text types, for homeschoolers. I will be using these readers to create activity work sheets and comprehension exercises for The Duchess to complete. The Duchess also has access to a wide variety of children's picture books and some junior fiction through our own library at home. I plan to visit Penrith City Library every Monday in order to stock up on suitable reading material for the forthcoming week. This will allow the children to have a huge selection of picture books and Junior Fiction to choose from as well as big books, factual texts, cassettes, DVDs, videos and talking books.

I plan to start The Duchess on Level 5 in Guided Reading but this may be modified after I talk to her teacher about how she's going on Level 5. I will be purchasing levelled readers in bundles of 4, to last a month each, that is, at the rate of one guided reader per week. Each reader will have an attached activity booklet/leaflet which includes comprehension questions. The book will be read aloud several times during the week.

I have at least two teacher friends with access to Benchmarking Kits, including a specialist STL, who would be prepared to assess The Duchess twice a year in order to double check that she is progressing as she should be.

ASSESSMENT

- regular comprehension questions both written and oral
- independent assessment via Benchmarking Kit twice a year

CHICKABID	The Duchess
<ul style="list-style-type: none">• Mentals (Make it Maths Mentals 3)• Practice and Improve your Maths 3• Teaching/Learning concept based on Mathematics K-6 syllabus (see following scope and sequence)• Textbook/Practical activity	<ul style="list-style-type: none">• Mentals (book TBA)• Practice and Improve your Maths 1• Teaching/Learning concept based on Mathematics K-6 syllabus (see following scope and sequence)• Textbook/Practical activity

- Running records every two months to check appropriate levels

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRI DAY
1	Whole Number				
2	Addition/Subtraction				
3	Subtraction				
4	Fractions				
5	Multiplication (4x)				REVISION
6	Patterns/Algebra				
7	Length -m, cm				
8	Time - 1/2 1/4				
9	3D Space		Graphs		
10	REVISION	REVISION	REVISION	REVISION	REVISION
11	Whole Number				
12	Addition of money				
13	Subtraction facts				
14	Subtraction strategies				
15	Hundredths				
16	Multiplication 3x, 6x				
17	Patterns				
18	Measurement- capacity			Time facts	
19	Polygons		Data— column graph		
20	REVISION	REVISION	REVISION	REVISION	REVISION
21	Multiplication 9x				
22	Multiplication				
23	Division—sharing				
24	Money—shopping				
25	Fractions				
26	Patterns/Algebra				
27	Length—cm, mm				
28	Angles				
29	Position		Data—reading tables		
30	REVISION	REVISION	REVISION	REVISION	REVISION
31	Whole number				
32	Multiplication				
33	Multiplication				
34	Division				
35	Fractions				
36	Patterns and Algebra				
37	Measurement—mass				
38	Symmetry				
39	Position		Chance		
40	REVISION	REVISION	REVISION	REVISION	REVISION

MATHEMATICS—Routine

	Substrand	Outcomes	Teaching/Learning	Textbook	Speed and Accuracy
1	Whole Number: counting in 10s, 100s; place value, 3-digit numbers	NS2.1	Counting forwards and backwards on and off decade; 3-digit numbers	pp 2-5	Mentals/ Easy Learn Maths
2	Addition	NS2.2	Jump strategy, doubles and near doubles, using money, patterns and number facts	pp 6-9	
3	Subtraction	NS2.2	using money, creating and solving algorithms, linking addition to subtraction, split strategy	pp 10-13	
4	Fractions	NS2.4	1/2, 1/4, model halves and quarters, finds equivalence, numerator/denominator, models other fractions	pp 14-17	
5	Multiplication	NS2.3	4x tables, counting on by 4, facts for 2, 4, 5 and 10, creating and recording patterns	pp 18-21	
6	Patterns and Algebra	PAS2.1	Model and record patterns, completing patterns, make patterns by increasing and decreasing	pp 22-23	
7	Measurement— Length/ Space 3D**	MS2.1/ SGS2.5	measure and compare lengths using metres, centimetres, compares and estimates length using metres. compare and describe prisms and pyramids, understands difference between pyramid and prisms	pp 24-26 pp 30-31	
8	Measurement—Time	MS2.5	recognise movement of hour and minute hands, associates 3,6,9 with quarter and half hours, understands the concept of an hour, reading time in 5 minute intervals	pp27-29	
9	Space -3D/ Data	SGS2.1/ DS2.1	pyramids, prisms, cones and cylinders interprets and represents data in column graphs	pp32-33	
10					

SCOPE AND SEQUENCE FOR THE YEAR ~ Chickabid
ONE TETM IN DETAIL: Chickabid

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Whole Number	Whole Number	2D	2D	
2	Whole Number	Whole Number	Time	Area	
3	Addition	Addition	Time	Length	
4	Whole Number	Whole Number	3D	3D	
5	Whole Number	Whole Number	Time	Capacity	
6	Whole Number	Addition	Data	Capacity	
7	Whole Number	Addition			
8	REVISION	REVISION	REVISION	REVISION	REVISION
9	Length	Length	Whole Number	Multiplication	
10	3D	Position	Addition	Addition	
11	Time	Mass	Addition	Addition	
12	Fractions	Fractions	Subtraction	Subtraction	
13	Patterns	2D	Whole Number	Whole Number	
14	Chance and Data	Chance and Data	Subtraction	Subtraction	
15	Whole Number	Area	Addition/Multiplication	Multiplication	
16	Catch up	Catch up	Catch up	Catch up	
17	Consolidation and practice	Consolidation and practice	Consolidation and practice	Consolidation and practice	
18	REVISION	REVISION	REVISION	REVISION	REVISION
19	Whole Number	Whole Number	Time	Mass	
20	Whole Number	Whole Number	Addition	Time	
21	Multiplication	Whole Number	Fractions	Fractions	
22	Whole Number	Addition	3D	3D	
23	Addition	Addition	Data	Length	
24	Addition	Multiplication	Time	Capacity	
25	Subtraction	Subtraction	2D	Subtraction	
26	Division	Division			
27	Catch up	Catch up	Catch up	Catch up	
28	Consolidation and practice	Consolidation and practice	Consolidation and practice	Consolidation and practice	
29	REVISION	REVISION	REVISION	REVISION	REVISION
30	Whole Number	Whole Number	Length	Time	
31	Whole Number	Addition	Time	Mass	
32	Patterns/Algebra	Patterns/Algebra	Fractions	Area	
33	Subtraction	Subtraction	2D	2D	
34	Multiplication	Multiplication	3D	Volume	
35	Whole Number	Whole Number	Chance	Time	
36	Division	Division	Whole Number		
37	Catch up	Catch up	Catch up	Catch up	
38	Consolidation and practice	Consolidation and practice	Consolidation and practice	Consolidation and practice	
39	REVISION	REVISION	REVISION	REVISION	REVISION
40					

both children to play the recorder, beginning with Chickabid in 2009.

DRAMA:

We are investigating the possibility of enrolling both children in drama lessons South Penrith neighbourhood Centre. The classes in 2008 run between 3.30 and 4.30 on a Tuesday. This has been tentatively booked in on the kids' timetables but may be subject to change. Chickabid will participate with no difficulties; The Duchess will probably need some persuasion to get involved.

SPORT AND FITNESS:

Chickabid

Chickabid experiences difficulties with most fine and gross motor activities (see under Special Needs). He participates in Aussie Hoops every Saturday morning at Penrith Sports Stadium which involves skill building for playing basketball. As it is a skill based programme it meets Chickabid's needs very specifically and he is making very pleasing progress.

Swimming

We will be re-enrolling both children into learn to swim classes at the Peachtree venue. These classes will be held during the day and I am hoping to get them in at different times so that the disparity between their abilities is not so obvious. The Duchess is by far the better swimmer and Chickabid has begun to notice this.

Other

Both children will have weekly opportunities for gross motor movement both at home, at local parks and once a month at either Lollipops or Kidz Club in Penrith. Both venues have equipment designed to get the kids up and moving around, but are quite expensive so visits will be limited to monthly.

We have a reasonable range of sporting equipment at home and we fully expect to be adding to this over time to increase the opportunities for the kids to develop sports skills in a safe environment.

In addition to everything shown above, I an has coaching certificates for a number of sports including Volleyball, Cricket and Rugby and will be able to work on skill-ing up both kids as needed.

COGs

Connected Outcomes Groups

Multi Stage Unit

Exploring Our Place

HSIE OUTCOMES:

ENES1 gathers information about natural and built environments

ENS1.5 compares and contrasts natural and built features in local area and the ways in which people interact with that environment

ENS1.6 demonstrates an understanding of the relationships between environments and people

ENS2.6 describes people's interactions with environments and identifies responsible ways of interacting with them

ENS2.5 describes places in the local area and other parts of Australia and explains their significance

FIELD TRIPS:

- Tench Reserve, Penrith
- Ropes Crossing Housing Development
- ? Muru Mittigar Aboriginal Cultural Centre (or similar)
- Penrith Lakes
- Palm Beach and Barrenjoey Lighthouse
- The Rocks, Harbour Bridge and Circular Quay
- Clean Up Australia Day participation
- Wet n Dry Pets, Kingswood
- Pets Paradise, Penrith
- Pet Warehouse, Penrith
- Patty's Place Aquarium
- Plaza Aquarium

FIELD TRIP FRIDAY

Friday each week has been set aside for field trips linked to the COGs unit being studied. The children will spend a small amount of time on Friday mornings going through their spelling and dictation tests as well as mental, then the rest of the day will be spent outside of the house on a field trip. From time to time we may

WEEK	LOCATION	PURPOSE	ACTIVITIES
1	Tench Reserve, Penrith/Aquariums	<ul style="list-style-type: none"> •observe environmental features •identify points of the compass •identify natural and man made •discuss and observe how the Reserve is used and by whom •record and map the area on paper 	<ul style="list-style-type: none"> •take rubbings for artwork •map a path with photographs, drawings and labels •writing: recount of field trip •writing description of Tench Reserve •writing: list of questions to ask aquarium staff •writing: information report on setting up an aquarium •collect found objects for collage
2	Penrith Lakes/Aquariums	<ul style="list-style-type: none"> •observe environmental features •identify points of the compass •identify natural and man made •discuss and observe how The Lakes is used and by whom •record and map the area on paper •contrast this area with Tench Reserve 	<ul style="list-style-type: none"> •collect found objects for collage •writing: recount of trip •writing: list of questions to ask Aquarium staff •writing: description of Lakes •writing: information report on aquarium fish
3	Ropes Crossing Housing Development	<ul style="list-style-type: none"> •examine the diorama in the community centre •discuss how the development was designed looking at the way it is organised •create a mini map of the areas and the way the space is used •walk around the development to see how it works in real life •visit a display home and look at the way it has been designed to make use of light, space, energy efficiency and "green awareness" 	<ul style="list-style-type: none"> •map a path of one section of the development using photographs and labels with found objects •compare two artworks depicting natural and built environments •reproduce art works using pencil and crayon media •writing: recount of visit •writing: list of questions to ask at the Community Centre
4	Clean Up Australia Day	<ul style="list-style-type: none"> •why do we have Clean Up Australia Day (history and purpose) •participate in clean up day •understand the importance of looking after the environment 	<ul style="list-style-type: none"> •maths: create a tally sheet of the types of rubbish collected •writing: recount of experience •description of the clean up area before and after •information report about litter
5	Muru Mittigar	<ul style="list-style-type: none"> •discover how this area was originally used •compare and contrast with how it is used now •complete an "Aboriginal language map" of Australia and compare it with a current geographical map 	<ul style="list-style-type: none"> •symbols in mapping •symbols in Aboriginal art to use in a dot painting •writing: recount of trip to Muru Mittigar •identifying states and territories of Australia •writing: explanation "How It Used To Be".
6	The Rocks, Harbour Bridge, Circular Quay	<ul style="list-style-type: none"> •choose a heritage building from the Rocks •describe the building •determine the previous purpose of the building and its current use •develop a mind map on features of the environment and how they need to be preserved 	<ul style="list-style-type: none"> •create a "Visit to the City" scrapbook with journaling and captions •writing: recount of visit •read Window •collect found objects for a collage •create a collage which contrasts the city with the Penrith Valley
7	Palm Beach, Barrenjoey Lighthouse	<ul style="list-style-type: none"> •observe environmental features •identify points of the compass •identify natural and man made •discuss and observe how the beach is used and by whom •record and map the area on paper 	<ul style="list-style-type: none"> •take rubbings for artwork •map a path with photographs, drawings and labels •writing: recount of field trip •writing description of Tench Reserve •visit the lighthouse and use tour information for •writing: narrative When the Light Went Out...

OTHER

* Succeeding in Social Studies 2 pp3-11 The Environment; pp22-45 Learning About Australia

CAPA OUTCOMES:

VAS1.1 makes artworks in a particular way about experiences of real and imaginary things

VAS1.2 uses the forms to make artworks according to varying requirements

VAS2.1 represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter

VAS2.2 uses the forms to suggest the qualities of subject matter

VAS2.4 identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques

ARTWORKS:

- Crayon rubbings taken at Tench Reserve transformed into a picture which explains the trip and what we saw
- Examine *Window* by Jeannie Baker and discuss media and techniques used. Collect found materials at Tench Reserve, Penrith Lakes and Palm Beach and use to create a collage in the manner of Jeannie Baker
- Map a path on one of the field trips taking photographs and, where possible, samples of natural and man made objects. Consolidate into a labelled artwork showing where we went and what we saw
- Aboriginal dot painting (Michelle)

SCIENCE AND TECHNOLOGY OUTCOMES

DMS1.8 develops and implements own design ideas in response to an investigation of needs and wants

BES1.1 creates, modifies or models built environments to suit the needs of others

DMS2.8 develops, implements and evaluates ideas using drawings, models and prototypes at appropriate stages of the design process

UTS2.9 selects and uses a range of equipment, computer based technology, materials and other resources with developing skill to enhance investigation and design and make

BES2.1 creates, models and evaluates built environments reflecting consideration of functional and aesthetic factors

TEACHING AND LEARNING ACTIVITIES

A Place For A Fish

Chickabid and The Duchess will be involved in the planning, setting up, decorating and filling of a fish tank. They will undertake research through books, the internet and aquariums in order to design their fish environment.

This will involve:

- choosing gravel, sand and rocks that are appropriate using information gleaned from research materials
- choosing appropriate plants
- testing and assessing water quality
- choosing fish (we plan to get guppies so that the children can breed them)
- designing the layout of the tank
- modifying the tank as necessary
- feeding the fish and removing waste
- cleaning the tank
- overseeing breeding and care of their fish
- learning to use the various pieces of equipment needed for maintaining healthy fish i.e. filters, heaters, aerators, water purification tablets, medications etc.

This will be an ongoing project.

- Succeeding in Science Year 2, chapters 4 & 5
- Succeeding in Science Year 1, chapter 1

PDHPE OUTCOMES:

SLS1.13 recognises that their safety depends on the environments and the behaviour of themselves and others

DMS1.2 recalls past experiences in making decisions

SLS2.13 discusses how safe practices promote personal well being

DMS2.2 makes decisions as an individual and group member

PSS2.5 uses a range of problem-solving strategies

TEACHING AND LEARNING:

- review our rules at home
- review rules in the community
- discuss places where we need to stay safe and how this need is met
- pedestrian safety RTA kit
- road safety RTA kit
- bike safety RTA kit
- design some safety slogans and posters for these situations: road use, bike use, passenger safety
- risk analysis at home
- risk management at home
- Succeeding in Social Studies 1 pp 3-8 Families; pp 32 -41 Rules and Responsibilities (this will be for both children)

COGs and Writing

As previously indicated in the section on English, most writing activities will be linked to the current COGs unit, in this case, *Exploring Our Place*. Writing opportunities will include, but are not limited to:

- Q recounts: Monday journal entries, field trip experiences
- Q description: fish tank, lighthouse, backyard, Tench Reserve,
- Q procedures: setting up a fish tank, cleaning a fish tank, recipes
- Q information reports: fish, aquariums, Clean Up Australia Day, Barrenjoey Lighthouse
- Q explanations: why we have rules, how an aquarium filter works
- Q discussions: how Ropes Crossing was developed and planned
- Q arguments: why should we clean up litter, why we should care for the environment, why does our community have rules
- Q narrative: based on story starters linked to field trip experiences i.e. the lighthouse keeper forgot to shine the light, When The Litter Came Alive!, Before The White Man Came
- Q literary recount: Fish Out of Water, The Lighthouse Keeper's Lunch, Keep the Light Burning, Abbie,
- Q literary description, personal responses and literary reviews (please note that this will include reviews of media texts as well.

Writing samples will be kept in a writing folder. Each piece of writing will be drafted, edited and published either in handwriting or on the computer.

Using Computer Technology

The children will learn to:

- open a Word document
- type out a piece of writing
- add borders, shading, clip art and diagrams
- print their work
- save their work in a folder
- use the spell checker
- use Excel to record data
- create charts and diagrams using Excel
- publish results, charts and diagrams from Excel

These are the initial aims I have for Chickabid and The Duchess in terms of using computer technology. I anticipate that they will progress much further than this

in 2009.

COGs Through the Year

Term One: Exploring Our Place

Term Two: Making Choices and Working Together

Term Three: Products and Services

Term Four: Understanding Each Other

HomeMaking

As well as their Biblical Studies and academic lessons, the children will be taught the skills needed for homemaking.

My philosophy is that four people live in the home, and therefore all four should play a role in caring for the home and keeping it a pleasant place to be.

They will learn to:

- vacuum
- sweep
- mop
- dust
- make their beds
- clean the toilet
- clean the bathroom
- use the washing machine
- hang out clothes
- fold clothes
- prepare food, beginning with simple uncooked food and progressing to cakes, biscuits, desserts etc
- sew
- work with wood
- garden, both vegetables and flowers
- care for pets
- paint, and
- declutter.

Most of these activities will occur as lesson breaks, before we begin school in the morning and in the afternoons. Each Tuesday the children will have special jobs to do as we have Home Group here on Tuesday nights and the house must be readied for guests and a supper needs to be prepared. As appropriate, homemaking will provide a springboard for reading and writing opportunities, creativity, personal development and health.

Special Needs

Chickabid was born at 38 weeks, but was more like a premature baby than a full term one. He failed to breathe at birth and had to be resuscitated. He spent the first nine days of life in the Special Care nursery and this was followed up by a stay in Tresillian. By the third week of life he was steadily losing weight and we were admitted to Tresillian due to feeding issues and maternal health.

Chickabid was slow to reach all early developmental milestones i.e. smiled at 8 weeks, didn't sit up alone until 10 months, walked at 16 months, had a vocabulary of 32 single words at 2 and 3 months.

Due to the latter, Chickabid began receiving speech therapy in January 2003. He attended St Clair Early Childhood Clinic until February 2005 when he began fortnightly speech therapy sessions at Belinda Hill in Penrith. Chickabid was released from that clinic in December 2005 as his speech was within normal limits.

Chickabid underwent an Occupational Therapy assessment at Skills for Kids in Blaxland in February 2006 as I was concerned that he was having difficulties at school. He was assessed as not needing therapy at that time, but we were encouraged to keep an eye on him. Chickabid had a very successful year in Kindergarten, but hit difficulties very early on in 2007. By the end of 3rd term it was obvious that we would have to do something and quickly. Chickabid began receiving OT at Skills for Kids at the beginning of 4th term.

In mid-2008 his therapist Melinda conducted a specific assessment which indicated that Chickabid has a Sensory Integration Dysfunction. Chickabid is unable to process sensory information in a way that helps him understand the world. He does not pick up social cues, has significant problems with vestibular awareness and has great difficulty in regulating his behaviour and speech. Every skill has to be taught slowly, in a lock step fashion, usually hand over hand. Chickabid needs opportunities throughout the day to use large muscle movements i.e. trampoline, skipping, exercise balls, deep pressure activities. A session of using large muscles enables him to settle and concentrate and his work is of a better standard than if he just sits and works for long periods.

Socially, Chickabid can cope with small groups for short periods, but he has great difficulty interacting appropriately over a long period of time in an environment full of kids. The disparity between him and his age mates is increasing and other students are beginning to notice that he is "different" and this is making school more and more difficult for him. He is bright and enthusiastic, but lacks maturity and understanding of how social settings work.

In addition to the above, Chickabid has a hearing impairment. He is supposed to use an FM unit in the classroom, but he keeps fiddling with it and making it whistle and it is more trouble than it's worth.

These are basically the reasons that we have elected to begin homeschooling. Chickabid will have the 1:1 attention that he needs in a quiet environment with opportunities to move, run, jump, bounce and skip regularly. His social interactions

will be in smaller groups for shorter periods allowing him to develop the social skills in needs in sympathetic environments.

Opportunities for Social Interaction

CHICKABID:

- Sunday School
- Drama classes
- CEBS
- Kids Club
- Basketball

THE DUCHESS

- Sunday school
- Drama classes
- GFS
- Kids Club

Family picnics, get togethers and birthday parties

Church activities

Home Education Association get togethers

Visits with friends