Our initial application for registration in 2015, for our 10 year old son included an "overview" to outline our learning philosophy. The approved plan received feedback with suggestions about needing to focus on engagement with reading/ writing/ maths due to child's age.

2015- 2016 LEARNING PLAN: TF

Overview

Our family's educational philosophy is that learning is an innate and instinctive drive that occurs every day throughout a person's entire life, and that learning moments are embedded in both every day and extraordinary opportunities.

We believe that whilst learning exists as an interwoven continuum, it is still not without ebb and flow. We understand that there is value in both the tangible experiences of catalysed interests, as well as the cooler pauses that provide space for knowledge integration and reflection.

We envision our role not only as parents, but is also as facilitators. We aim to nurture the curious and empathetic nature of our children, to develop their critical and lateral thinking skills, and to enable them to develop and apply the tools they may need to pursue their passions with confidence and inspiration.

The learning environment that we are creating is one that has its foundations in supporting the individual learning path of each of our children. It is an environment that is responsive to each child's greatly differing emotional needs and encourages their personal achievements. This is an environment that draws out the natural inquisitiveness and interests of each child; identifies and expands their strengths; and gently encourages them to move through their challenges.

We are able to provide the flexibility to follow each child's curiosities, yet also the commitment to enable the child to pursue interests to a deep level.

The individual plans focus on the following learning areas:

1. Literacy and Communication
2. Numeracy and Mathematics
3. Science
    a) Living Planet
    b) Dynamic Universe
4. World Studies (includes history, geography, LOTE, society/ culture)
5. Family, Ethics and Community (includes citizenship, ethics, religion, life skills)
6. Technology & Design
7. Wellbeing and Recreation (health, physical education)
8. Expressive arts (visual, performance, musical, communicative)

It is important to note that we have a holistic approach to learning and are thus facilitating a learning environment that is integrative and multidisciplinary, and thus many pf the opportunities that we facilitate will naturally weave through various learning areas.

It is our priority to provide a supportive and responsive external environment where guidance and encouragement are given unconditionally, and opportunities and resources are abundant.

We have a strong understanding of how intrinsic factors, such as confidence, anxiety and emotional stability have a significant impact on a child's learning. Therefore we endeavour to be

consistently mindful of children's needs in these areas. We do this by focusing on personal achievements; avoiding comparative or inter-competitive language or activities; listening to each child on how they feel they are experiencing a particular learning opportunity; maintaining a fun and playful environment that encourages emotional connection; identifying and reducing stresses such as sensory imbalance, clutter, etc.

We have identified that the children often respond well to a flexible framework and enjoy participating in the planning for that framework. We often seek the children's feedback on their interests, strengths, challenges and ideas by engaging them in discussions and casual "surveys".

The children often engage in learning activities together; however we are mindful of the need to customise certain individual components of the activity to meet the learning level of each child and to ensure each child has the opportunity to challenge their skill level and progress.

Additionally, we ensure that each child has an opportunity to receive personal guidance and support through one-on-one activities and discussions. This allows each child to progress at their own pace without having to modify their own learning to meet the other child's level.

This also provides us, as parent facilitators, an ideal opportunity to evaluate the child's learning progress and to reflect with them on how they are feeling about their learning path and how their needs are being met or have changed.

We encourage the children to engage in activities in a space that feels most comfortable to them, whether that be in a more communal area such as the lounge area, or in a more private space such as the workroom, a bedroom or outside. Learning materials such as craft, DVDs, books, technology, equipment and activities are regularly refreshed and replenished and are easily accessible throughout the house. We are continually exploring and researching resources with the view of providing the most appropriate tools for our children to follow their individual learning path.

Likewise the opportunities for learning moments are abundant through our daily involvement in keeping animals, tending to gardens and produce, and exploring our local rural area which includes sporting activities and a library within walking distance.

Although we are rurally located, we are committed to seeking and engaging with activities, groups and events both locally and further afield, and have often attended events 1-2 hours hour's drive away.

We will be monitoring and evaluating the children's learning progress and activities partly through keeping records in a variety of ways: such as photos, film, diaries, calendars, scrapbooks, workbooks and folios. We will use these records in a natural and ongoing manner to evaluate areas of progress, any changing needs, and the overall effectiveness of certain activities or learning opportunities.

As parent facilitators, we will also be engaging in regular discussion with the children and between ourselves so we may reflect upon recent learning activities, the children's progress and needs, and the direction of their learning path.

2015-2016 Learning Plan for TF

Overview of T's learning path:

T is naturally inquisitive boy with a good spoken vocabulary. T learns best when allowed to sit and observe a new subject, often for some time before actually committing himself to it. He then learns and evolves quickly and proficiently through hands on/practical relevant application. He will do things to his own high, exacting standard, and is wary of making mistakes, or being compared unfavorably to others. Such performance anxiety can lead him to shut down or lose interest in the matter at hand, and to be reticent in large groups. He gets on very well with individuals he knows and trusts, and on a one to one or very small group basis.

He is motivated and focused when interested in the subject at hand, has a good memory and also an excellent aptitude for details so will often prefer to explore an idea or topic in depth.
He learns in a "spiral" fashion – circling around the outside of an idea or concept and then moving closer in as his confidence and understanding grows. We have observed that T often learns well through a repetitive and multi-sensory approach that incorporates visual, kinesthetic, and tactile resources and activities. He also responds well to a flexible routine that incorporates regular casual opportunities to develop challenging learning areas (such as literacy and numeracy).

T's attention and focus is often affected by his sensory needs and how they are being kept integrated; therefore this is something of which we remain mindful, by monitoring and responding as needed. He benefits from periods of "down time" built into his day, especially to process and modulate these sensory needs. This is achieved through quiet activities such as art and film, or through deep pressure, tactile activities, and sensory "organizing" activities. .

We are mindful of T's self-confidence and often try to engage him in discussions that enable him to reflect on the achievements and progress he has made, and highlight his strengths.
He has progressed impressively in the last twelve months, especially in his confidence to explore areas of learning that have been previously been challenging to him.

Social and emotional development:

T is quite introverted in nature and likes to engage in more solitary or "self-challenging" pursuits that enable him to focus on skill mastery, rather than competition. He prefers his socialization with other children to be in smaller, more intimate groups or one-on-one situations that he can establish a sense of familiarity and more able to navigate the social dynamics and predictability.
He uses peer based game servers as a pathway to interact in text, but mostly verbally through a real time voice platform called Team Speak. Through this he has interacted and collaborated with other children both in Australia and overseas.

T often attends local home school social groups, has attended home school camps, and has play-dates with both schooled and home schooled children in the area. He has also had opportunities' to socialize and interact with other children of various ages through arranged events such as

children's First Aid course, Minecraft Camps, music festivals, community events, dances and fairs, as well as natural and regular interactions with other children and adults though playing with the neighbour's children, outings to places such as the park, library, theme parks, and shopping trips.

As T sometimes experiences anxiety and sensory "overload" when in social situations that involves contact with large groups of children, we will continue to seek social opportunities that enable T to develop his social confidence and skills in a way that both gently challenges him and respects his comfort and sensory needs.

As T becomes more confident with his literacy skills, we will also be encouraging him to use written communication as a way of extending his social contact (through pen pals, letters or emails to existing friends and family).

T has shown an interest in various activities that he participates in both causally and formally. These include:

- horse-riding, which he attends weekly individualized lessons;
- archery, which he has his own equipment, practices at home and has recently joined an archery club that meets fortnightly
- kayaking, which we do as a family with our own equipment
- fishing, which we do as a family or as a 1:1 activity at local fishing spots
- Swimming, which he attended weekly individualized lessons during the summer, and continues to participate in at the beach, local swimming spaces.

T is keenly interested in Lego and has a large collection that he uses to build and use for imaginative play both with himself and with others (his brother, visiting friends).

T also participates in family activities such as going to the movies, ten pin bowling, mini-golf, camping, and going to the beach; as well as day to day recreation at home (imaginative and role play, trampoline, football, etc.).

LEARNING AREA 1: Literacy and Communication

Current capabilities:

T has an extensive and expanding spoken vocabulary. T has a good sense of narrative and enjoys spontaneously verbalizing creative and often evolving fictional stories, some of which he will request us to transcribe, as his fast creative flow is not yet matched by his written skills. He often does involved illustrations for these narratives, and has adapted some parts into stop-motion Lego films. He demonstrates a growing understanding of creating tension and plot features.

T has previously found reading and spelling to be very challenging, and as a result has, until recently, refused to engage with both informal and direct instruction. Therefore we have maintained a ubiquitous and casual attention to the written word within our daily lives through aloud storytelling, modelling the reading and writing of words, highlighting words in daily settings (such as signs and labels), and responding without hesitation to requests to read and explain words.

Over the last 12 months T's interest in learning to read and write words has blossomed at an accelerated rate, as too has his confidence in his own literacy skills.

He can read simple words and sentences unaided, and enjoys deciphering clues on "Treasure Hunts" and has read non-picture books aloud with help and attendance. He has developed more of an interest in reading through being read to and by finding (often series of) books that fire his imagination. He was able to read sections of Harry Potter stories, when accompanied. We discuss what he has read and had read to him to ascertain his comprehension and analysis of such.

He has not much interest in writing currently, and particularly avoids using lower case script, but will attempt short words and phrases if challenged. Through his Minecraft gameplay he is becoming more adept at typing commands, labels and messages as required. He is able to read labels and words, but often misses quick written interactions (such as with instant messaging), especially if engrossed in some other aspect. He often leaves handwritten notes and messages for others, but these will be a synthesis of written words and pictorial representations.

T is able to verbally communicate his thoughts and views to both adults and other children in a mostly clear and expressive manner, though is sometimes challenged by an intermittent and mild speech stammer or "clutter" which is often influenced by his sensory balance or the level of background anxiety he is experiencing.

Learning objectives:

As T is exhibiting various dyslexic traits we are utilising a variety of multi-sensory strategies including targeted programs that are systematic and cumulative and incorporate explicit instruction to develop decoding skills and improve fluency.

We aim to continue to increase his confidence and ability with reading, especially from a range of sources, (fiction, non-fiction, computer usage etc.). We will encourage him to continue reading the "Zac Power" series of high interest short novels, which are grouped into different abilities and print size, as he is currently interested in this series.

We will continue to encourage attempts at handwriting, especially lower case which he currently avoids, and provide a variety of fun activities that require T to use his writing skills.

We will also continue to model to T the importance and usefulness of reading and writing skills, and incorporate the development of these skills into other areas of interest (film, science etc.).

We will continue to casually expose T to, and encourage his exploration of different forms of communication and media; such as news, internet, letter writing, Morse code, symbols (such as runes), and Auslan.

Resources / Activities:

- Elements of specific Orton-Gillingham inspired reading programs such as Barton Reading System and All About Reading program.
- Whiteboards for practicing writing and leaving messages
- A large supply of pens and paper
- Computer and internet access
- Colour coded Letter tiles and associated activities
- Other manipulatives such as “Velcro” word cards/ board.
- Phonics and decoding apps (Oz Phonics, Sound Literacy, Chimp Fu, Hooked on Phonics)
- Written word games such as Hangman, Scrabble, Crosswords
- Other verbal word games (nonsense rhyming, cumulative/ cooperative storytelling)
- Workbooks
- “Challenges” and quizzes
- Regular family reading time, and supported “aloud” reading
- Unrestricted Access to variety books at home and at library.
- Continue with high interest short novels, such as Zac Powers
- Narrative story writing (assisted)
- Story writing apps on the iPad (Story Maker, etc.)
- Spontaneous reading from the world of written words… Signs, posters, headlines, screens etc.
- In-game chat functions
- Video tutorials
- Newspapers, letters.
- Writing shopping lists, writing notes and letters to family members and friends,
- Typing during computer use, Minecraft, search engines etc.

LEARNING AREA 2: Numeracy and Mathematics

Current capabilities:

T has previously found numeracy to be very challenging and confusing, and as a result has refused to engage with both informal and direct instruction, usually through frustration. Therefore we have strived to weave numerical concepts through daily activities and casual opportunities. He has recently become more confident in his numerical skills and has shown some willingness to engage with various non-direct instruction.

We model to, and include T in daily activities that use mathematical concepts, such as evenly distributing items between family members, using volumes and fractions in cooking, and measuring lengths with a tape measure. He also manages his pocket money, and is able to work out his savings and purchases and debts and has a growing understanding of the numerical values of money.

T enjoys and regularly plays with Lego and computer games, like Minecraft, where he uses numbers, values, patterns and groupings. He also plays various games that develop his global understanding of mathematical concepts; such as chess, where he is aware of and uses progressive combinations/permutations of moves to achieve desired objectives; or Tetris where he is identifying and completing patterns and shapes.

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His counting and understanding numerical progressions has improved since introducing a "Number-snake" (a pictorial representation of numbers) into his environment. When writing numbers he often gets confused by the order of numbers, e.g. 47 vs 74, and by 6s and 9s, and reading large numbers. He can add and subtract numbers with visual/physical aid, and also multiply and divide small numbers, again with visual/physical aid.

Through a self-evaluation tool we use, to monitor activity types, T already has an understanding of how information can be displayed pictorially, such as through a graph.

Learning objectives:

We will be focusing on increasing a dialogue with T around numerical concepts, and will be incorporating a number of multi-sensory tools to do this.

We will be using "Maths Explained" tutorial videos which use simple and clear images and animations to illustrate and then reflect on individual concepts, and are especially designed for students who may be experiencing some barriers to learning Maths. We will also be incorporating different manipulatives such as number tiles, tactile games and specifically designed mathematical activities using Lego and building into the weekly learning several opportunities to engage with interactive and targeted Math games/ apps.

- To continue to build confidence and enable him to become confident and familiar with using numbers, and operations (+/-, multiplication/division etc.)
- To encourage and increase his working memory with numbers
- To increase his understanding of patterns and number spacing and placement

- To develop an understanding/working knowledge of concepts such as probability (card games)
- Continue to develop understanding of units of measurement (volume, mass etc.) through cooking, making household items such as laundry liquid and gardening.
- Exposure to the concepts of collecting and recording data such as weather data (rainfall, temperature), and displaying data through pictorial methods such as graphing, pie-charts etc. and using these to interpret the data.
- Increase exposure to and experience reading time on both digital and analogue clock. (daily activities and routine activities, events).
- Increase understanding of time values (cooking, DVD lengths, planning))Teacher guides (with suggested practical and multi-sensory activities)

Resources / Activities:

- Maths tutorial videos from “Maths Explained” – covers 13 topics, each topic broken into 4-6 concepts, each concept explained through 17 mins. (approx.) tutorial videos.
- Manipulatives such as Lego, number Tiles/ magnets.
- Playing games such as cards (pontoon etc.), darts, bingo, dice games, chess), and Minecraft and Lego
- Weights and measures (Cooking), Measuring lengths and volumes
- Workbooks
- Time telling with both digital and analogue clocks
- Computer with internet connection and iPad with apps such as: Maths planet, Splash Maths, Montessori Maths Apps, Clock Puzzle, Sudoku, Dexteria Dots
- Puzzles
- Cognitive and problem solving apps: Joggle, Brain Bean, Brain Power

LEARNING AREA 3a: Science - Living Planet

Current capabilities:

T enjoys conversations and discussions and watching documentaries and series on the living world, and has an understanding of this world having developed from the interaction between plants and animals, and evolution from simple life to bigger more complex life over time, via fish, amphibians, reptiles, mammals etc., and has an understanding of the differences been these taxonomic groups.

T has explored interests in prehistoric life (before, during and after dinosaurs) both in online/TV documentaries and picture encyclopedia and is familiar with the idea (theory) that these creatures evolved into modern day birds and animals.

He has explored interest in Volcanoes, and knows about tectonic plates and how they move and create earthquakes and eruptions. Knows that Krakatoa was a volcano island destroyed by eruption and is now reforming by continual eruption, though uninhabited/uninhabitable yet.

Knows that volcanoes and other processes (such as people/animals breathing oxygen from the air) produce CO2, which is poisonous to animals but important for plants to photosynthesise (make sugar!) and grow.

Has an interest in human and animal anatomy, and has an understanding of physical structure, including muscles and skeletons; nutrition and digestion including food chains/webs and the role of carbohydrates, protein and fats; blood circulation via heart and lungs; and brains and nerves. He knows of and the locations of major organs but not necessarily their functions. He has recently completed a First Aid course.

T has been introduced to the idea of genetics, and various traits being passed from parents to offspring via genes. He understands the concept of cloning, through taking and growing cuttings in the garden, and how these individuals are "the same" as parents versus offspring derived via new seeds. He knows of the importance and practicalities of pollination via wind or insects to produce new seeds.

Learning objectives:

- To continue to encourage his natural interest in the living world, and to foster an understanding of activities that may help or harm it.
- To explore further into the processes of life, such as nutrition and growth, reproduction and issues of public health and disease
- To continue to explore how various living systems are classified and how they interact with each other, and within their open cycle.
- To continue to explore and experience scientific techniques such as querying, predicting, observation, comparing, recording, and displaying data
- Exploring the living systems of the local environment, and how they are changing, interacting and being expressed.
- Continue to explore the behaviours of different living entities and how they respond to or are affected by various stimuli, such as weather, season, and rainfall.

Resources / Activities:

- Annual entry ticket to “Sea Life”.
- Reading and referring to our wide range of (picture and other) books
- Watching our wide range of (picture and other) DVDs on various topics (including David Attenborough, How to Grow a Planet etc.)
- Using computer and internet (YouTube etc.) and science apps on iPad to watch science videos and tutorials.
- Computer/ iPad apps: Digestion, My Incredible Body, Human Body, Anatomy, Skeleton Dave,
- Computer/ iPad apps: Kids Discovery (Plants, Cells, and Ecology), “Plants”
- Observing the natural world via binoculars, microscope and hand lenses
- Fishing – Especially in a range of locations (Dams, creeks, coast and sea) to emphasize adaptation and diversity amongst living organisms
- Gardening, food production and animal husbandry.
- Exploring local plant and animal life through bush walks in surrounding country including visits to the nearby Barambah Environmental Centre and observing the living systems in our own backyard.
- Animal care and observation in the home

LEARNING AREA 3b: Science - Dynamic Universe

Current capabilities:

Is aware of and can name the other planets in our Solar System, and knows the distinctions between Solar systems, galaxies and universe. Has witnessed many astronomical phenomena, such as eclipses (solar and lunar), planets and meteors, and has explored further into these via TV and on-line documentaries, and books.

He is aware, from watching many varied documentaries, that everything is made of atoms and molecules of elements, and that these elements originated in stars that exploded long ago. He is aware, from personal (supervised!) experimentation that different elements/metals burn with different coloured flames in fire.

Can set up circuits with his electronics set, and is knows about power sources to power these. Is currently exploring making "Redstone circuits" on Minecraft (through Minecraft Home school "Classes") to make and control in game mechanisms.

He has explored concepts such as pulleys, magnetism, levers and fulcrums, balancing differing weights/densities on see saws, physical states of matter (solid, liquid, gas), and the effects of heating and cooling on these, as well as fluid dynamics using such things as "Magic Mud" (a mixture based on corn starch and water), and Kinetic sand.

T and his brother both have an interest in Science Fiction especially with regards to futuristic technologies and developments, such as lasers, faster than light travel and time travel etc. T has been greatly involved in and enjoyed discussions around these as far as practicality/possibility with regards to current knowledge and theories (e.g. Einstein's Theory of Relativity, String Theory, Worm Hole Theory, etc. etc.)

He has explored interests in weather (especially extreme weather), and understands this is mainly controlled by the effect of the sun on oceans, land and atmosphere.

Learning objectives:

- To continue to foster his interest and experiential understanding of the physical world around him.
- To bring together his observations and experiences with names and concepts as well as any practical applications of these.
- To explore further the idea of circuits in Minecraft and introduce how these concept translate to real-world electrical circuits.
- To continue to casually explore the different "forces" that act on a body, and on the Earth.
- To continue to casually explore concepts such as different matter states.
- To continue to explore the composition of Earth, and the tectonics and other forces which shape it.
- To explore the reasons for doing experiments, and the concepts of variables and the idea of using controls,

Resources / Activities:

- Using computer and iPad, science videos and apps, such as Earth Primer, Planets, Nuclear (atomic number and composition game), Science Videos, Science Quiz, Kids Discovery (Sun, Atoms, Galaxies, Matter, Electricity, Geology, Extreme Weather, Simple Machines)
- Computer apps that use “forces” concepts (momentum, trajectory etc.): Angry Birds, Turbo Dismount
- Doing practical experiments inspired from sources such as Kitchen Science experiment books, Backyard Science DVDs, such as growing crystals from bismuth (a metal) and salts, “volcanoes”, electroplating metals, “magic mud” and kinetic sand.
- TV and Film: Mythbusters, Volcanoes, Richard Hammond Builds a Planet/ Universe, How to Grow a Planet, Earth, Twister etc.
- Using electronics kit, Telescope, household chemicals and spare parts, components and tools and specific equipment for experiments and activities as required.
- Minecraft Home-school - Redstone Academy: exploring the idea of circuitry and electricity
- Discussions around observed phenomena, and potential/actual practical applications for them
- Discussions arising from topical events and news, such as radiation/ nuclear, energy sources, minerals and metals, earthquakes, auroras, eclipses,
- Discussions from the use of household materials, processes of production, chemicals
- Discussions about relevant topics from fictional experiences (books, film, game play)

LEARNING AREA 4: World Studies

Current capabilities:

T was born and lived in the UK, and has visited and stayed in Portugal. Consequently he has been interested in finding out more about British and European geography, history and cultures.

He understands that our (European) culture has developed from many sources and simpler beginnings over history in Britain (and Europe) long before colonization of Australia. He has investigated various periods throughout history, including (but not limited to) Romans, Arthurian legend and mythology, Vikings, WWI and ANZACs, WWII and Nazis.

He knows there are different countries throughout the world, with differing cultures and languages, and that other cultures have different beliefs and ideals than the one he is part of.

Can identify many continents and countries on the world map, particularly Australia, New Zealand, Britain and Europe, the Americas, and is interested in finding and following where we are and where we're going on maps and satnavs when we travel.

Through travel around SE QLD, NSW and FNQ, participating in local indigenous events (such as the Reconciliation Fun Run, attendance at NAIDOC events and the Rainbow Corroboree Festival (NSW)), as well as interactions with indigenous neighbours, and subsequent and ongoing discussions T has a basic knowledge/awareness of some Australian Indigenous history and culture, and how exposure to differing landscapes/environments has caused diversities of culture, both among different Indigenous Australian groups (e.g. local Wakka Wakka, Bundjalung in NSW and Kuku Yalanji in FNQ)., and also other nationalities and cultures.

T has experienced through a cultural tour in FNQ, and watching YouTube videos (such as about traditional food gathering of honey ants in Central Australia).

Learning objectives:

- To increase his awareness and knowledge of local indigenous history and culture.
- To increase his everyday exposure to the world and other cultures, via internet, food, news stories etc.
- To continue to explore his British / European heritage and ancestry, especially events that led to overseas migration and Colonialism, such as exploration and socio-economic factors.
- To continue to explore Colonial culture throughout the world, especially Australia.
- To explore maps further, including local smaller scale maps, and global maps.
- To continue to explore different geographical environments / habitats through travel, and how latitude affects climate and seasons, and how that affects how people live in that environment
- To use topical events and news to stimulate discussion around cultures, countries and how geography has impacted on people; such as earthquakes in Nepal and the socio-economic factors of the developing world.
- To explore how different cultures are represented or exist within our culture, such as through food, language etc.

Resources / Activities

- To further research areas of interest on the internet, and through the library.
- Watching DVDs and documentaries of historical, geographical and cultural interest (such as History of Britain, History of Scotland, and Megastructures of the World).
- Topical events or states to initiate discussion: Christmas, ANZAC day, Australia Day
- On line subscriptions to programs such as “Little Passports”
- Computer games, iPad apps: Kids Discovery (Inca, Roman Empire, Geography)
- Foods and items from other cultures (sushi, Chinese calligraphy, Nordic Runes etc.)
- World Globe/ Map
- Ancestral/ Genealogical research
- Global map jigsaw, to help become familiar with the world and location of countries, (also helps with spelling)
- Visits to numerous local heritage and industrial museums, such as the Cobb & Co museum in Toowoomba, including returns to the Abbey Medieval Festival and other museum activity days as interests arise.
- To continue to attend cultural events such as the Rainbow Corroborree in NSW, and the local Reconciliation Fun Run.
- Upcoming road trip holiday to Tasmania.
- Targeted current affairs TV (online) programs such as Behind the News

LEARNING AREA 5: Family, Ethics and Community

Current capabilities:

T has a good understanding of basic ethical decision making and how our desires and actions can affect others.

He enjoys "What if..?" discussions, posing hypothetical situations, and devising solutions, and problems that may arise from those solutions.

Has an introductory understanding of consensus decision making, including voting and elections, how this leads to the formation of government, and how that works and what it does.

Understands the ideas behind advertising, and how advertisers will accentuate positive factors and ignore/downplay negative factors to sell their products/ideas.

Through interactions with “neuro-diverse” (e.g. Autistic spectrum disorder, Asperger’s Syndrome etc.) family members and friends, T has an awareness and basic understanding of people with differing abilities.

T has friends from divorced families and friends in foster care, and as such has come to appreciate differing family arrangements

T has an understanding that many people have religious beliefs, and differing religious/cultural beliefs, often along lines of race and culture. He knows that the “holidays” that we in Australia tend to celebrate (Christmas, Easter etc.) are Christian and have their foundations in European history, but is also aware that other cultures celebrate other holidays and festivals.

Through watching films and family discussions he has a basic understanding of production, consumption, trade and the impact on people and planet.

Learning objectives:

- To continue to foster and encourage critical thinking, and ethical decision making through discussion and reflective questioning
- To continue to foster not only empathy, but also negotiation skills, and an "I'm OK, You're OK" approach to problem solving (consensus decision making).
- To continue to foster and encourage collaboration and co-operation on projects.
- To continue to model and foster the use of inclusive language and attitudes towards friends and others
- To continue to explore religious beliefs of all faiths, including their stories, traditions, holidays and festivals
- To continue to casually explore the challenges we face as individuals, families, communities and as a species; and the pros and cons of possible solutions.
- To continue to casually expose to environmental and humanitarian issues, such as water security, humanitarian support/ refugees, environmental preservation.
- To continue to casually explore certain roles and services in the community (such as SES, fire service), and how this service provision may differ between communities.
- To continue to casually explore the idea of community support networks, bartering, skill trade; alongside current models of economy and industry. Comparing historical systems to current systems.

Resources and Activities:

- To continue exploration of different indigenous cultures by attending activities such as the Cherbourg Reconciliation Fun Run, and history by visiting historical centres such as the Ration Shed.
- To continue age appropriate discussions on ideas of governance, political systems, rights, and responsibilities.
- To acknowledge and research the meanings behind religious festivals of any faith as they occur, using internet access, library and home books.
- Modelling acceptable behavior and avoiding hypocritical thinking and statements.
- Films and DVDs such as; “Story of Stuff”, Thrive, Firefighters,
- Upcoming films: “Frackman”.
- Exposure to various campaigns; such as “Lego/ Shell vs Environment (via video)
- Contact with local services, charities etc.

LEARNING AREA 6: Technology and Design

Current capabilities:

T has a keen interest in computer technology, inspired by his interest in Minecraft, and finding information on subjects of interest. He has become very adept at navigating throughout the game, adjusting controls and exploring advanced skills such as circuits and interactive items. He has enthusiastically sought and watched repeatedly various tutorials that show how to navigate the game. He has then used these tutorials to inform and provide a foundation for his own game play which he has then advanced from.

T is also adept at navigating other devices, and can use internet search engines (with help spelling) to find pictures or film clips of interest. He also uses a computer program to create "Skins" (game characters) for Minecraft, often adapting characters he has previously drawn on paper, or found pictures of on-line.

T is very interested in photography, both stills and video, and has his own camera, and access to the family "handicam". He has made several short stop motion films, both with toys and Lego. He has had help with editing / compiling these, but is keen to learn to do it himself.

T can use kitchen equipment to prepare simple meals for himself, peeling and mashing potatoes (not completely able to judge length of cooking time, but more due to distraction), and heating things previously cooked. He is able to light a fire when camping and helps with cooking over hot coals.

He has shown an aptitude for using hand tools, and has helped to build a chook house, both sorting out the reclaimed timber and actual assembly. He can use age appropriate power tools (electric screwdriver, portable drill, sanders) with supervision, but can be put off by very noisy tools or operations.

He has also shown an interest in the workings of the family car engine when I have been carrying out routine maintenance.

He is able to build quite complex Lego creations, with moving mechanical parts, by himself from plans and without. Has investigated medieval mechanical contraptions such as catapults and trebuchets after interest inspired by trips to Abbey Museum Medieval Festivals, and is adept at establishing elevation and power required to reach a target, from playing simulation games on computer such as Angry Birds, and from experimentation in real life.

Learning objectives:

- To continue to increase his capabilities using computer technology through the platform of Minecraft, including encouraging and supporting use of instant messaging (reading / writing). Continue to expand on complexity of structures designed through play (Minecraft, Lego).
- To support and encourage his film making and photography, including using editing suite software, and iPad apps to manipulate images.
- To continue supporting him with tool use working with wood, but also to introduce him to metalworking and plastics technologies

- To introduce him to project work, using cross discipline ideas for planning and design, making longer films with plots/story boarding etc., or construction of items and structures
- To introduce him to alternative / historic technologies, such as dynamo power generation (pedal / wind).
- To find out more about mechanics and engines (me and him)
- To explore the meaning and role of engineering

Resources / Activities:

- To continue making films with a variety of subjects/mediums. T has his own camera, (stills and film clips), and access to film editing programs. Access to internet, and computers.
- To continue with encouraging working with a variety of tools and materials, and exploration of functions and uses, via his access to an extensive range of tools (including woodworking and metalworking), and workshop space.
- Watching DVDs and reading books to inspire creativity (such as the series “Man-Made Home” which T found of particular interest and inspiration in “up-cycling” otherwise discarded objects).
- Short films such as “Engineering in Everyday Life”
- Computer games/ iPad apps: Minecraft, Minecraft Skins, Kodable, Hopscotch, Creator Islands,
- To devise with consultation with him and appropriate guidance a project he can work toward.
- Minecraft: in game design of structures and equipment (static and moving), replicated through manipulatives such as Lego.
- Found building materials at home (for structure building)

LEARNING AREA 7: Wellbeing and Recreation

Current capabilities:

T prefers more singular pursuits than group / team activities. He is a keen swimmer, and attends and enjoys swimming classes.

He plays a range of active games in the backyard with family and neighbours, including golf, football (rugby and soccer) and a Quidditch game (after Harry Potter) of his and his brother's own devising. He also enjoys playing board games, especially Chess.

He enjoys going fishing, canoeing and camping with family and friends and also trips to the beach and playing in the surf.

T enjoys archery and the potential for self-improvement by repetition, which we have equipment and space to practice at home. We have recently joined a local archery club.

Has recently started and is enjoying horse-riding lessons, and is apparently progressing well.

T has participated in many conversations about identifying personal needs, has an awareness of basic self-care, both physical and emotional, and of strategies to self-regulate activity and emotion, and is mostly able to apply these himself, with occasional guidance.

T is aware of, through demonstration and discussion, the safety aspects required for various activities; such as the need for safety equipment and good practice when canoeing, and precautionary actions with archery. He has a good grounding in identifying risks such as rips and jelly fish at the beach, or snakes or ticks in the bush. .

T understands and appreciates the importance of eating a well-balanced diet. He collects and eats food from the garden (he can often be found grazing around our vegetable plot). He has an interest in helping prepare food and cooking.

T recently participated in a certified first aid course for children, and we regularly engage him in conversations around first aid responses.

Learning objectives:

- To encourage T to self-regulate activity, and increase his engagement of physical activity.
- Continue to have discussions around self-evaluation, especially in regards to sensory needs
- To encourage open dialogue around emotional needs, sensory needs, mental health, physical health, and protective behaviours.
- To continue to encourage T to join activities with others through regular participation at clubs and social events, such as attending local archery club events, and continued swimming classes. Also to encourage more collaboration with others in his on-line Minecrafting
- To continue to expand his cooking / food preparation abilities, as well as menu planning and food growing / gathering.
- To explore his interest in swordplay and fencing, seek tutorials or classes.

- T has recently expressed an interest in finding out more about golf.

Resources / Activities:

- To continue food growing / producing activities in the garden and kitchen, including balanced meal and menu planning.
- To continue discussions on First Aid, and Public Health, including strategies for reducing accidents, injuries and disease.
- Close proximity to local swimming pool, to continue swimming both in lessons and for recreation.
- Close proximity to bush and dams for camping, fishing and canoeing trips.
- Organized lessons/ tuition/club event: horse-riding, archery
- Modeling positive self-regulation: emotional, physical activity

LEARNING AREA 8: Expressive / Creative Arts

Current capabilities:

Enjoys drawing and painting and has created very detailed pictures often continuing to add to and develop his ideas over time.

He has enjoyed dressing up and engaging in role play and portraying characters, such as Peter Pan, King Arthur, pirates, spies/secret agents etc. He has a good memory for lines (including mimicking intonations/accents) from films and TV shows, and likes to make and use props such as swords and shields to enhance the role play.

We are currently involved in making masks over plaster casts of our faces, that we molded, and creating "dummies" to use in role play and recreational activities.

T enjoys listening to music, both recorded and live.

He enjoys nonsense songs and has learnt (and sometimes sings) "family" songs that remember/commemorate Folk and social history as an oral tradition, such as sea shanties and battle/war songs.

He has no interest in playing any musical instrument as yet, but has expressed a desire to play drums, which he has displayed some aptitude for on a friend's drum kit.

He has made stop-go animation films with Lego and toys.

Learning objectives:

- To explore T's musical interest by providing percussion and instruments for him to use, and providing guidance to him when he wants to use electronic equipment, such as turntables/ mixers.
- Create opportunities for artistic expression to be applied to practical circumstances; such as artwork on clothing, making clothing, making play-based items, making "useful" items (such as pencil holders.
- Explore what materials are used to achieve a specific effect (such as when making costume items)
- Explore the use of different materials and different techniques to create artwork with (such as different types of paints, tie-dying, batik)
- To continue and increase T's exposure to a variety of performance including theatre, musical theatre, music festivals, cultural performance and dance.
- To continue to explore the role of music in film and other places in society.
- Continue to offer opportunities to participate in solo or team projects, such as film making, stop motion animation.
- To encourage T to continue his photography, and explore the concepts of framing, lighting, and effects.
- To explore the role and value of images and photography in society.

- To introduce the basics of film production and the processes of planning, sets, framing, editing

Resources / Activities:

- Camera (video and stills)
- Computer and internet access
- Access to a range of art and craft materials, including pens, pencils and paper and paints, modelling clay, plaster, sewing machine and material, weaving, woodworking, metalworking.
- Access to musical instruments and knowledge, including recorders, ukuleles, guitars, keyboard and a wide range of music, purchasing a drum kit.
- Other musical equipment such as turntables, mixer, CD player, computer based music (computer, iPhone etc.).
- Music events and festivals
- Local theatre productions
- DVDs and Internet based videos of dance and performance.
- In-home “discos”.
- Film and televisions shows of various genres
- Computer apps and programs – music: Pixitracker, Garage Band
- Computer apps and programs – film: StopMotion, Lego Movie
- Computer apps and programs: art/ design: Minecraft, Tux Paint, Draw Lego, Minecraft Skins
- Online video sources: SBS On Demand, iView, You Tube
- Explore masks, and purpose in film/ theatre, character
- Seeking out a Drama class/ activities may help T with confidence