

Theme-based learning plan

The Solar System		
	Activity	Curriculum Links (minimum, but not limited to...)
English		
English Literacy	<p>* Notice and draw local signs and symbols</p> <p>* Reading Eggspress once a week</p> <p>* Identify questions, statements, requests, commands</p> <p>* Role play how to address visitors appropriately and asking for directions to the space station.</p> <p>* Self-read @ least 1 book each week</p> <p>* Sounds board and spelling games</p> <p>* Basic comprehension questions, putting events in order and in cycles</p>	<p>* ACELA1443 recognising how & where signs & symbols are used & placed in students' school & community</p> <p>* ACELA1446 learning the difference between questions & statements, requests & commands</p> <p>* ACELA1454 learning forms of address for visitors & how to use language appropriately to ask directions & for information, e.g. on excursions</p> <p>* ACELA1457 recognising words that start with a given sound, or end with a given sound, or have a given medial sound, e.g. 'b-e-d' & 'l-e-g'</p> <p>* ACELA1457 replacing initial sounds in spoken words, e.g. replace the 'm' in 'mat' with 'c' to form a new word 'cat'</p> <p>* ACELY1650 finding a key word in a text to answer a literal question</p> <p>* ACELY1650 drawing events in sequence, recognising that for some Aboriginal & Torres Strait Islander stories the sequence of events may be cyclical</p>
English language	<p>* Learn some AUSLAN words</p> <p>* Discuss braille and audio books</p> <p>* Look at the structure of a recipe book</p> <p>* Open questions vs closed questions - discuss.</p> <p>* Common characteristics of poetry</p> <p>* Patterns in a book, like Room on The Broom (word classes - verb, adverb, noun, adjective)</p> <p>* Simple sentences = 1 idea</p> <p>* Talk about descriptive words and feelings (puppets). Extend vocabulary of feelings.</p>	<p>* ACELA1443 learning some signs in Auslan & finding out about 'Hear a Book' & Braille technologies for hearing & visually impaired people</p> <p>* ACELA1446 learning about the difference between closed questions, e.g. 'Are you ready?', 'Did they enjoy their holidays?' & open questions, e.g. 'What made this text so exciting?'</p> <p>* ACELA1447 using different types of texts, e.g. procedures (including recipes) & discussing the text structure</p> <p>* ACELA1448 identifying patterns of vocabulary items in texts (e.g. class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation)</p> <p>* ACELA1448 discussing different types of texts & identifying some characteristic features & elements (e.g. language patterns & repetition) in stories & poetry</p> <p>* ACELA1451 knowing that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun group/phrase), & the surrounding circumstances (adverb group/phrase)</p> <p>* ACELA1451 understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (e.g. 'A kangaroo is a mammal. A mammal suckles its young')</p> <p>* ACELA1452 talking about effective words that describe a place, person or event</p> <p>* ACELA1452 learning how a sentence can be made more vivid by adding adjectives, adverbs & unusual verbs</p> <p>* ACELA1787 extending students' vocabularies for the expression of feelings & emotions</p> <p>* ACELA1787 considering how others might respond before students express their views & how students might respond to others' views in civil & constructive ways</p>
English Literature	<p>* Looking at Room on the Broom - what is the purpose of texts - enjoyment, cooking, education, interest, news, art</p> <p>* Fiction vs non-fiction (imagined vs. real)</p>	<p>* ACELA1433 learning about front & back covers; title & author, layout & navigation of digital/screen texts</p> <p>* ACELA1447 discussing & comparing the purposes of familiar texts drawn from local contexts & interests</p> <p>* ACELA1447 becoming familiar with the typical stages of types of text including recount & procedure</p> <p>* ACELA1450 learning about how books & digital texts are organised including page numbers, table of contents, headings, images with captions & the use of scrolling to access digital texts</p> <p>* ACELA1453 talking about what is 'real' & what is imagined in texts, e.g. 'This is the section about platypuses in the book about mammals'</p>
Health, Phys Ed		
Health	<p>* Safe places and safety symbols</p> <p>* Play kolap (skip counting game)</p> <p>* Strong women stories</p>	<p>* ACPPS003 suggesting safe places at home, at school, while playing or while shopping & identifying what makes those places safe</p> <p>* ACPPS006 recognising & following safety symbols & procedures at home & in water & road environments</p> <p>* ACPPS007 playing traditional Aboriginal & Torres Strait Islander games such as Kolap using natural materials</p> <p>* ACPMP010 describing how the body responds to participating in different physical activities</p> <p>* ACPPS015 accessing stories where characters demonstrate strengths, sharing how these strengths helped the character be successful & recognising which of these strengths they possess</p> <p>* ACPPS016 describing changes in their physical appearance now compared to when they were younger</p> <p>* ACPPS016 identifying & describing significant relationships in their lives & how these have evolved or changed over time</p> <p>* ACPPS016 discussing ways families & cultural groups acknowledge & celebrate major stages of development</p> <p>* ACPPS016 discussing tasks they are allowed to do by themselves & explaining how these have changed since they were younger</p> <p>* ACPPS017 identifying & rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs & solving a problem with friends</p> <p>* ACPPS017 identifying situations that require the help of emergency services</p>
Phys Ed	<p>* Karate classes twice weekly</p> <p>* Solar System obstacle course</p> <p>* Swingball, netball, swimming (at home)</p>	<p>* ACPMP013 attempting different ways to solve a movement challenge & discussing which ways were successful or not</p> <p>* ACPPS015 participating in games & physical activities & describing how others' strengths contribute to successful outcomes</p> <p>* Karate Kata for Mon Kyu 10, including punches, kicks, blocks and sparring</p> <p>* How to swim unaided 3m across pool, freestyle, glide with kick, backstroke, float.</p>
HASS		
Civics & Citizenship	<p>* Days of the week chart</p> <p>* Welcome to Country</p> <p>* Names of languages - Noongar</p>	<p>* ACHASSI021 using visual representations such as a 'days of the week' chart, a class timetable or a calendar to sequence events or tasks</p> <p>* ACHASSK012 recognising 'Acknowledgement of Country' & 'Welcome to Country' at ceremonies & events to recognise that the Country/Place & traditional custodians of the land, sea, waterways & sky are acknowledged</p> <p>* ACHASSK016 identifying & using the name of the local Aboriginal or Torres Strait Islander language group</p>
Geography	<p>* Making a model map of the local area, including: - Aboriginal / TSI landmarks in the area and labels. - Labels - local map printout - routes to key places we visit locally - relational indicators to family, universe etc.</p> <p>* Seasons chart, linked to clothes and other activities relevant to that time of year. - include Aboriginal TSI seasons.</p> <p>* Follow routes to places</p> <p>* Matching clothes to seasons</p> <p>* Weather reporting - watch and see online. BOM methods as well as Aboriginal and TSI concepts</p> <p>* Aboriginal and TSI landmarks locally</p>	<p>* ACHASSI003 illustrating on a pictorial map, or by making a model, the location of their home in relation to school or other features of the local area</p> <p>* ACHASSI019 gathering information about the weather & seasons from the media, their own observations & from stories (e.g., Aboriginal & Torres Strait Islander stories)</p> <p>* ACHASSI020 creating concept maps to show personal understanding of their world (e.g., a web of family relationships & connections, or a mental map of their place & its important features or spaces)</p> <p>* ACHASSI020 recording data about the location of places & their features on maps and/or plans (e.g., labelling the location of their home & daily route to school on a map of the local area, drawing a plan of their classroom & labelling its activity spaces)</p> <p>* ACHASSI020 developing a pictorial table to categorise information (e.g., matching clothes with seasons, activities with the weather, features & places, places with the work done)</p> <p>* ACHASSK016 identifying local Aboriginal and/or Torres Strait Islander landmarks in the local area</p> <p>* ACSU004 learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them</p> <p>* ACSU021 exploring different habitats in the local environment such as the beach, bush and backyard</p>

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History	<p>* Freize with Grandma about how things have changed since she was a girl.</p>	<p>* ACHASSI002 listening to stories from oral, audiovisual & other sources to find information about family, friends, celebrations, places & Aboriginal & Torres Strait Islander cultures</p> <p>* ACHASSI020 making artefact & photo displays to show the features of a place (e.g., collections of natural & constructed things from the environment) or to show the passing of time (e.g., collections of things used when growing older, toys used by different generatio</p> <p>* ACHASSK013 engaging with the oral traditions, painting & music of Aboriginal & Torres Strait Islander Peoples & recognising that the past is communicated through stories passed down from generation to generation</p> <p>* ACHASSK016 identifying how & why the words 'Country/Place' are used by Aboriginal & Torres Strait Islander Peoples for the places to which they belong</p>
Humanities & Society	<p>* How to see location of Noongar country/places - eg drawings, songs etc.</p> <p>* Pictures of people who are safe / not safe, special / not special</p> <p>* family calendar marking special or religious dates</p>	<p>* ACHASSI007 sorting pictures of places & people using criteria such as old/new, younger/older, same/different, outside/inside, safe/not safe, special/not special</p> <p>* ACHASSI018 posing questions with the stems 'where', 'what', 'how' & 'why' about families, celebrations, places & the weather</p> <p>* ACHASSI018 collecting & displaying everyday objects (e.g., toys, telephone, radio, cooking utensils, clothes) & other sources (e.g., photos, found objects, maps, observation sketches) to stimulate 'Where', 'What', 'When', 'How' & 'Why?' questions</p> <p>* ACHASSK012 making a calendar of commemorative events that students, their family & friends celebrate (e.g., birthdays, religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover; family reunions & community commemorations such as NAIDOC week &</p> <p>* ACHASSK014 identifying the ways Aboriginal & Torres Strait Islander Peoples represent the location of Country/Place & their features (e.g., by inscriptions on stone, stories, sand drawings, paintings, song, music & dance)</p>
Maths		
New material	<p>* Work through Matholia course online</p> <p>* My Pals are Here maths books (and extension book)</p> <p>* Targeting maths exercises</p> <p>* Use Spielgaben to practice place value, grometric shape descriptions,</p> <p>* Australian money</p> <p>* Practice skip counting</p> <p>* 10 frames, 20 frames, number lines addition</p>	<p>* ACMNA004 using Aboriginal and Torres Strait Islander methods of adding, including spatial patterns and reasoning</p> <p>* ACMNA012 using the popular Korean counting game (sam-yuk-gu) for skip counting</p> <p>* ACMNA017 understanding that the value of Australian coins is not related to size</p> <p>* ACMNA017 describing the features of coins that make it possible to identify them</p> <p>* ACMNA018 using place-value patterns beyond the teens to generalise the number sequence and predict the next number</p> <p>* ACMNA018 investigating patterns in the number system, such as the occurrence of a particular digit in the numbers to 100</p> <p>* ACMMG021 describing the duration of familiar situations such as 'how long is it until we next come to school?'</p> <p>* ACMMG022 focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces'</p> <p>* ACMNA026 recognising patterns in number sequences, such as adding 10 always results in the same final digit</p> <p>* ACMNA027 recognising there are different ways of representing numbers and identifying patterns going beyond 100</p> <p>* ACMNA028 demonstrating and using models such as linking blocks, sticks in bundles, place-value blocks and Aboriginal bead strings and explaining reasoning</p> <p>* ACMNA030 modelling and representing simple additive situations using materials such as 10 frames, 20 frames and empty number lines</p> <p>* ACMNA031 representing array problems with available materials and explaining reasoning</p> <p>* ACMNA031 visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups</p>
Reinforcement	<p>Practice:</p> <p>* number bonds</p> <p>* abacus number representation</p>	<p>* ACMNA027 developing fluency with writing numbers in meaningful contexts</p> <p>* ACMNA028 using an abacus to model and represent numbers</p> <p>* ACMNA029 becoming fluent with partitioning numbers to understand the connection between addition and subtraction</p> <p>* ACMNA030 becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10</p>
Languages		
French	<p>Phrases: Comment t'appelles tu? Je M'appelle Lily Comment Ca va? Ca va bien merci Qu'est ce que c'est? C'est la chaise, le chat Qui est-ce? mon pere</p> <p>Vocab: Moi, Maman, chaise, papa, Pardon! Bon Appetit! Merci!,</p> <p>Song:Frere Jaques</p>	<p>* ACLFRC001 introducing themselves & responding to greetings, e.g., "Comment t'appelles-tu? Je m'appelle...? Ça va, Emilie? Ça va bien, merci</p> <p>* ACLFRC001 using simple descriptive or expressive statements to describe themselves & to express likes, preferences or feelings, e.g., "moi, j'ai cinq ans; je suis australien; j'aime le sport; moi, je préfère la danse; je suis très content</p> <p>* ACLFRC001 recognising & responding to simple questions on topics such as home, school or pets, using supporting intonation & gestures, e.g., "Qui est-ce? C'est Maman. Qu'est-ce que c'est? C'est la chaise. Où est...? Il est...C'est un chien? Mais non...C'est u</p> <p>* ACLFRC001 using formulaic French phrases for everyday interactions such as thanking, apologising, & offering wishes or congratulations, e.g., "Merci!...oh, pardon; bon appétit; bonne fête! bravo!</p> <p>* ACLFRC002 singing & adapting rhymes, action songs & raps ("Tourne, tourne petit moulin), lullabies ("Fais do-do) & counting songs ("Un éléphant se balançait)</p> <p>* ACLFRC002 creating class activities or projects that involve naming, labelling & illustrating, such as a garden, a pet rock collection or favourite-photos wall</p> <p>* ACLFRC002 participating in tasks involving exchanging, sorting & classifying objects & attributes such as shapes, colours & numbers, using simple question forms & affirmative/negative responses, e.g., "Tu as un ?? Oui, voilà. Et toi, tu as un 10? Non, j</p> <p>* ACLFRC002 taking turns in games & action songs that involve choice & negotiation, e.g., choosing or exchanging matching cards or playing memory games such as "Au marché (donne-moi deux pommes, s'il te plaît; donne-moi deux pommes et trois carottes...)</p> <p>* ACLFRC003 using French for everyday routines such as roll call or naming the day of the week (e.g., "aujourd'hui c'est lundi), opening & closing lessons (e.g., singing "Bonjour, mes amis/Au revoir, mes amis), or transition activitie</p> <p>* ACLFRC003 responding to instructions or directions through actions, gestures or verbal responses, e.g., "Lève-toi, regarde-moi, écoutez, doucement!</p> <p>* ACLFRC003 asking for information or for a turn, e.g., "Madame ... Qu'est-ce que c'est? Et moi?</p> <p>* ACLFRC003 interacting with each other during learning activities, e.g., "Donne-moi le crayon. Voilà/voici... merci</p> <p>* ACLFRC004 recognising symbols, words & phrases of written French, e.g., labels, titles & captions</p> <p>* ACLFRC004 listening for key words in stories, rhymes or songs, using intonation & visual cues such as gestures & facial expressions to assist understanding</p> <p>* ACLFRC004 shared reading of texts such as Big Book stories about familiar events or contexts (e.g., "Les amis de la ferme or "Raconte et Chante), using pictures, intonation & contextual clues to predict meaning & identify key charact</p> <p>* ACLFRC004 making connections between information in written texts & images, e.g., naming toys & games in toy catalogues such as "Jouets pour les tout petits, selecting & listing items & prices</p> <p>* ACLFRC004 identifying key points in a range of spoken, written or digital texts by actions such as miming & drawing, or onscreen pointing, clicking or dragging (for interactive programs such as "Petit Pont)</p> <p>* ACLFRC005 labelling or naming classroom items & resources or personal possessions, e.g., "la table, la chaise, l'ordinateur, la carte</p> <p>* ACLFRC005 contributing to a class photo story, e.g., writing & reading aloud captions to own photos ("Je suis triste/content/fâché) & points of personal information ("J'aime le chocolat; je suis petite; j'ai un chat noir)</p>
Afrikaans	<p>Phrases: Goeie More, Goeie Nag, Lekker Slaap, Dankie, Aseblief</p> <p>Vocab: Die son, Aarde, Sterre, Swart, Groot</p>	
Science		
Science (general)	<p>* Science videos from science360.gov, and Mystery Science as well as relevant YouTube vids.</p> <p>* Clothing and buildings suited to different places in the world</p> <p>* Natural, managed or constructed features</p> <p>* Long and short term patterns in nature</p> <p>* Ways in which plants matter to us</p>	<p>* ACSSU003 thinking about how the materials used in buildings and shelters are suited to the local environment</p> <p>* ACSSU003 investigating different forms of clothing used for different activities</p> <p>* ACSSU003 comparing the traditional materials used for clothing from around the world</p> <p>* ACSSU019 exploring the local environment to identify and describe natural, managed and constructed features</p> <p>* ACSSU019 recording short and longer term patterns of events that occur on Earth and in the sky, such as the appearance of the moon and stars at night, the weather and the seasons</p>
Biology	<p>* How creatures habitats differ</p>	<p>* ACSSU017 describing the use of plant parts for particular purposes such as making food and obtaining water</p> <p>* ACSSU211 recognising that different living things live in different places such as land and water</p>
Physics	<p>* Solar system distances and sizes (book with stickers and models)</p>	<p>* ACSSU078 modelling the relative size of and distance between Earth, other planets in the solar system and the sun</p>

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Chemistry	* What is happening when materials are warmed or cooled ? Chocolate, water, playdough	* ACSSU018 exploring how materials such as water, chocolate or play dough change when warmed or cooled
Astronomy	* Planetary distances	* ACSSU078 modelling the relative size of and distance between Earth, other planets in the solar system and the sun
Archaeology	* At Archaeology class, look at photos of places and changes over time - particularly regarding landmarks, stratigraphy etc * Explore Google Earth , for comparisons of same place over time	* ACHASSI019 gathering evidence of change in a local place (e.g., by comparing current observations of a place with photographs of it taken in the past) * ACHASSI019 using geographical tools (e.g., photographs taken from the air, Google Earth or digital image searches) to locate & identify the different features of places & how they have changed over time, including places with largely natural features & those with la
Technologies		
Design & Technology	* How products, services, buildings and design decisions meet certain needs - discuss at every opportunity. * Sustainability - which products and services could be more sustainable, and how? * Solve engineering challenges with balls, slides, springs, etc - experimenting with movement games * Create a device to move objects * Continue to create as much as we do already! * Puzzles, chess, battleships, strategy toys and games	* ACTDEK001 exploring how local products, services and environments are designed by people for a purpose and meet social needs, for example the range of shelters provided for the public in a local community; graphical displays to market school and community events * ACTDEK001 asking questions about natural and managed environments and impacts on them when selecting materials, tools and equipment when designing and making products, for example harvesting products from the school garden and using recycled clothing * ACTDEK001 making design decisions based on personal and family needs, for example downloading and comparing recipes to suit available cooking facilities such as cooking in the bush compared to cooking in a kitchen * ACTDEK001 exploring and critiquing products, services and environments for their impact on sustainability, for example the environmental risks and benefits of a system for organically or hydroponically growing a vegetable crop from seed or seedling to harvest * ACTDEK002 exploring how the principles of push and pull are used in the design of toys, for example in a spinning toy such as an Aboriginal mammandur * ACTDEK002 identifying, and playing and experimenting with, components such as wheels, balls, slides, springs and available local materials, tools and equipment to solve problems requiring movement * ACTDEK002 selecting materials to demonstrate how material properties are appropriate for particular designed solutions, for example materials that enable sliding or floating * ACTDEK002 exploring a system such as a marionette or Indonesian wayang kulit shadow puppet to see that by combining materials with forces movement can be created * ACTDEK002 combining materials and using forces in design, for example designing the door on a cage or a simple conveyor belt to move materials short distances
Digital Technologies	* Get used to taking photographs and videos on a phone * Sending emails from Mum's account * Occasional play on the tablet/kindle * Read digital clock * Tangrams, Jenga, pattern games and strategy challenges online * Create a news bulletin on video	* ACTDIK001 exploring and using digital systems for downloading and storing information, for example knowing how to download images from a website and inserting them into a document; saving and retrieving data * ACTDIK001 exploring and identifying hardware and software components of digital systems when creating ideas and information, for example experimenting with different ways of providing instructions to games software using a mouse, touch pad, touch screen, keyboard, * ACTDIK001 recognising that a digital system follows instructions or commands, for example instructing robotic toys to perform a function such as a dance movement * ACTDIK002 sorting objects and events based on easily identified characteristics and using digital systems to represent patterns in data, for example sorting birthdates and presenting the patterns using seasonal symbols * ACTDIK002 making generalisations about data sets, for example comparing different ways of travelling to and from school using classroom data, discussing results and finding patterns in modes of travel * ACTDIK002 experimenting with different ways of representing patterns, for example using materials, sounds, movements or drawing * ACTDIK002 exploring with patterns of objects or symbols to represent data, for example the symbol 12 may represent different data to 21, or that an email address has a name followed by an @ symbol followed by another type of name
The Arts		
Dance	* Create expressive dance routines communicating a story or theme * Using technology to enhance dance routine, keyboard sound effects, mobile phone, etc.	* ACADAM001 Considering viewpoints – forms and elements: For example – Which levels are you using in your dance? What sort of movements did the dancers perform? What are they wearing? What kind of music are they dancing to? * ACADAM001 taking photos or videoing dance sequences to view and extend their dance ideas * ACADAM002 Considering viewpoints – meanings and interpretations: For example – How are you communicating the ideas or intention in this dance? forms and elements: Which levels are you using in your dance? * ACADRM029 enhancing ideas and stories in their drama by using available software and technologies, for example, using a mobile device to add sound effects to a performance
Drama	* Using technology to enhance drama routine, keyboard sound effects, mobile phone, etc.	* ACADRM029 enhancing ideas and stories in their drama by using available software and technologies, for example, using a mobile device to add sound effects to a performance
Media Arts	* Draw captioned images in journal for events * Selecting images and sounds to create Peter Pan	* ACAMAM054 experimenting with image, for example, retelling a story of the school day in a series of captioned images * ACAMAM054 Considering viewpoints – forms and elements: For example – What images will represent my story or the ideas in the song? * ACAMAM054 exploring composition by selecting and editing images and/or sounds to create the characters in well-known stories or songs
Music	* Using Dad's computer for making music * Noongar songs - learn a song * Compose own songs with varied rhythm and pitch * How do pianos and violins make sound?	* ACAMUM080 recording music ideas using technologies and graphic notation * ACAMUM081 learning a song used by groups in the local community, such as Aboriginal songs or Torres Strait Islander songs from their community, respecting cultural protocols * ACAMUM082 choosing and combining sounds to create compositions, for example, combining pitch and rhythm patterns * ACAMUM082 Considering viewpoints – forms and elements: For example – What sounds or musical phrases are in my composition? What instruments were used in the music and how was their sound different? How was their sound made?
Music (overall)	* Listening to various artists in the car every day * Classical and modern musicians in era's	* U2, ABBA, Nelly Furtado, John Farnham, Mike and the Mechanics, KD Lang, Beethove, Bach, Mozart
Piano	* Weekly piano lessons and daily practice	* How to play the piano, make music and enjoy it. * Basic understanding of the different musical era and their key composers
Violin	* Basic skills in weekly violin lessons * Ensemble work (Fiddlewood Strings) * Perform in termly performances with Fiddlewoods	* How to play the violin * The joy of creating music with others
Singing	* Join a Choir and continue regular singing at home	* What it is like to be part of a choir and musical group. Will pick up again when not so much on.
Visual Arts	* Interpret art - what does it make you feel or think? * Use the Masterpieces spot the difference book * Create a planet using papier mache * Explore Noongar art features and style	* ACAVAM106 identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, Aboriginal and Torres Strait Islander Peoples, and Asia * ACAVAM108 Considering viewpoints – meanings and interpretations: For example – What did this artwork or design make you think about and why? What figures/shapes can you see in the artwork? How has the artist treated the figures/shapes to convey their idea or meanin

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Enrichment		
Excursions	<ul style="list-style-type: none"> * 5th Jan The Gruffalo Theatre Performance * Swan Valley Tastebud Tours - multi-sensory and different foods and places * Art Gallery - opening of the Corsini Collection * Landsdale Farm visit and play * AGWA tour * Mandoon Estate family play afternoon * Astrofest Astronomy festival at Curtin University * King's Park Variety Place * Mundaring Sculpture Park * Scitech, several times * Scitech Scitech festival 	<ul style="list-style-type: none"> * Theatre appreciation * How we do not marginalise those who are different, optimism, fortitude, determination, music and dance appreciation * Different local producers near to home, honey production & tasting, coffee, nougat, nuts, ice cream etc etc with family
Workshops	<ul style="list-style-type: none"> * Archaeology Stratigraphy * Helping with Kindy session at Michael's school * Art workshop at the AGWA with other homeschoolers - "Feeling in art" * Paper plane origami at the library * Uthando doll-making, sewing, at the Whitfords library (accompanied by Grandma) * Poetry workshop with A.F. Harrold, acclaimed British poet 	<ul style="list-style-type: none"> * So many - all supporting the curriculum areas which are age-appropriate and where possible in support of the theme too.
Movies	* The Martian (Matt Damon)	
Documentaries	<ul style="list-style-type: none"> * The Real Pocahontas the true story (twice) * The Coronation * Masterchef - a favourite! 	
Religion	<ul style="list-style-type: none"> * We are God's mirrors - God is like me * Thank you for my family * Moses and the 10 "Rules for Living" * Weekly church and Sunday school * Understanding that there are different religions, each with different customs 	
The Calm Mind	<ul style="list-style-type: none"> * 15 minutes each day to sit quietly with our thoughts and calm our mind * Using Cosmic Yoga channel on YouTube to create awareness and enjoyment of Yoqa 	
Character & life skills	<ul style="list-style-type: none"> * Manners and apologies * Respect for other people's religious beliefs while still holding your own. 	
Friends	<ul style="list-style-type: none"> * Forging new friendships (The Smit girls x 2) * Join Girl Guides * Continuing to build on existing ones (McAliecs, McPhersons, Kidmans) 	
Networks Joined	<ul style="list-style-type: none"> * MENSA * GATCA * Facebook homeschooling groups * Scitech membership 	
Family	<ul style="list-style-type: none"> * Visit from UK family * Regular contact with local family * Emailing family in SA 	
Free Play	* Daily free play inside and outdoors, whatever they choose	
Charitable act	* Uthando Doll Making for children in KwazuluNatal	
Taking it forward	* Continue integrating curriculum learning areas with themes, daily activities and learning through life.	
Resources	* Books, classes, excursions, workshops, social arrangements, crafts supplies, network memberships, Scitech membership, Cultural centre, Library	