

PROGRAMME FOR 8 YEARS SPECIAL NEEDS CHILD

LANGUAGE

RATIONALE

Language is the basis for all communication between individuals and within the community at large. It is important for J to be competent in using language -oral and written - in all aspects of her life. To this end, I feel it is necessary to incorporate the teaching of language skills right across the curricular.

To do this I will continue to expose J to a wide range of literature. Books will be of a wide variety. Reference books and the computer will continue to be readily available for the pursuit of information by J.

Our family already has a good library of books covering many stories and subjects. These books will be supplemented, when necessary, by visits to our local library.

Writing will be used in all areas of the curricular. J will continue to practise writing on a daily basis. She will also continue to use Roll 'n' Write on a regular basis.

Computer programs will also continue to be used in all areas of the curricular. J will continue to improve her keyboard skills using the Phonics Alive! 6 Typing program.

Speaking and listening skills will continue to be covered across the curricular.

Our family will continue to provide a listening atmosphere in our homes to provide the freedom that will enable J to have the confidence to express herself - her thoughts, ideas and emotions. In turn she will learn to listen to others.

J will continue to socialise with people of all ages within the community.

SPEAKING

OBJECTIVES

1. J to continue to tell stories of her own invention.
2. J to continue to help put into book form details of outings.
3. J to understand the structure for writing stories.
4. J to continue improving her reading skills.



STRATEGIES

1. J will continue to storytell using puppets and figurines; play acting; dress up; computer programs and the story cubes. J will also continue to tell stories using pictures and her imagination. I will continue to record some of these stories.
2. We will continue to take many photographs when on outings and excursions. We will continue to use these photographs when we write a book about the events.
3. We will continue to talk about the structure of stories while storytelling. /ill continue to read aloud to me on a daily basis.
4. Jwill continue to learn to spell using Look, Cover and Write; various spelling and sound games; the use of magnetic and lego letters and computer programs.

EVALUATION

1. J will continue to answer questions to evaluate her comprehension of stories whether they be book, video or tape form.
2. J will continue to be given regular tests.

LISTENING**OBJECTIVES**

1. To listen and comprehend both stories and factual information, in both formal and informal situations.
2. To be courteous, considerate and listening when others are speaking.
3. To be able to understand and follow verbal information.
4. To be able to recognise and respond to special sound effects.

STRATEGIES.

1. I will continue to read to J on a regular basis. As we proceed we will continue to have discussions to evaluate comprehension and, where appropriate, reference books (e.g. dictionary) will be used to clarify any doubtful areas of knowledge.
2. J will continue to be encouraged to wait until the other person has finished speaking before she expresses her opinion.
3. J will continue to practise expressing her needs and wishes in a polite and coherent manner.
4. Daily J will be included in family conversation about the events of the day and forthcoming events.
5. J will also continue to receive stories and information in the form of videos, tapes and T. V.



EVALUATION

1. J will continue to be asked questions about what she has seen, read and heard.

WRITING

OBJECTIVE

1. to write neatly, with uniform size and the writing to be legible

STRATEGIES

1. J will continue to write on a daily basis.
2. J will continue to use Roll 'n' Write on a regular basis. Care and attention will be paid to posture, grip of the pencil and approach to the page during all sessions.

EVALUATION

1. Samples of J's work will be retained.

READING.

OBJECTIVES.

1. J to become a more fluent reader
2. J to continue to enjoy books and stories
3. J to improve her understanding and appreciation of word sounds and rhythm.
4. J to improve her skills accessing reference material.

STRATEGIES.

1. J will continue to read to me on a daily basis.
2. J will continue to read to4HBV on a regular basis.
3. A large variety of books will continue to be made available to J
4. J and I will continue to discuss books and we will continue to play games based on reading, the assembly of words, spelling and rhyming.

EVALUATION.

1. Evaluation will continue to occur during lessons and while playing the games.

STUDY SKILLS

OBJECTIVES.

1. For J to make her own observations, of all sorts, as accurately as possible as a basis for her learning.



2. To continue to develop J's awareness of the fact that studying and learning are an integral part of life.
3. To continue to develop an understanding and an ability to use dictionaries, encyclopaedias, other reference books, the computer, and other material to find information.

STRATEGIES

1. J will continue to be encouraged to observe all that surrounds her and to describe what she sees accurately.
2. Regular outings and excursions will continue to be used to learn and to gain information. J will continue to be taught that every situation can be utilised to learn and that there is much information to be obtained from the wider community.
3. J will continue to be shown, by example, that it is possible to find answers to questions. She will continue to be supported in her enjoyment of books. She will continue to receive help to find the answers to her questions. If the resource is not available at home she will visit the library etc. and be assisted to find the necessary information.



MATHEMATICS

RATIONALE.

Numbers and measurement are a necessary part of life. The ability to compare and contrast numbers and measurement is a necessary skill needed by us all.

In order to develop this skill J will continue to be provided with both book work, TV lessons and practical experience and experimentation.

AIMS

1. To preserve and develop an interest and enjoyment of mathematics.
2. To understand and apply the basis concepts of number, quantity and space and to understand logical quantitative relationships and patterns.
3. To ensure that mathematical knowledge functions in all the activities of J.
4. To continue to develop a creative, imaginative yet logical mathematical mind.
5. To continue to develop the appreciation of the role of mathematics in our society through real life experiences.
6. To foster the ability for J to communicate ideas involving quantitative relationships.

STRATEGIES

Using a variety of materials, e.g. a number scale with removable numbers, counters, balance beam etc. J will follow the basic program offered in Step Ahead With Maths 2.

This program will be supplemented by using flash cards, play activities, games and hands on. This program will also be supplemented by A.B.C. TV programs (and pre and after viewing activities).

EVALUATION

This will be done.

1. Daily as the work is corrected.
2. Through observations and oral questions.
3. Revision will be done often and on particular points as required.
4. Checklists and baselining will also be used during revision.



SCIENCE AND TECHNOLOGY

RATIONALE.

1. To help J to continue to develop a better understanding of herself and the world around her.
2. To help J to develop a better understanding of the Solar System
3. To help J to better understand the functions and uses of machines and how they work.

AIMS.

1. J to gain a better understanding of the different seasons and the expected weather patterns in the different seasons.
2. J to gain a better understanding of how the weather affects her environment and all living in that environment.
3. J to gain a better understanding of the needs that animals have as the seasons change.
4. J to gain a better understanding of her body and common senses.
5. J to gain a better understanding of the Solar System
6. J to gain a better understanding of how machines are used and how they work.
7. J to continue to experiment using various means.

STRATEGIES.

1. J will continue to observe the weather patterns and make observations as to the effect the different patterns have on herself and all around her.
2. J will continue to observe and study animals and their needs.
3. J will continue to study the body. She will use many activities to discover the uniqueness of the body.
4. J will continue to study the common senses. She will continue to use experimentation to gain a better understanding of how her common senses work.
5. J will continue to compare living and non-living things.
6. J will continue to study the Solar System.
7. J will continue to experiment using a wide variety of materials in order to discover how things work and actions and reactions.



HUMAN SOCIETY AND IT'S ENVIRONMENT.

RATIONALE.

1. To help J gain a better understand of her environment and the world around her.
2. To help J to gain a better understanding of herself, her religion, families and community

AIMS.

1. J to gain a better understanding of herself and others.
2. J to gain a better understanding of her religion.
3. J to continue to learn family history, both adoptive and birth family,
4. J to gain a better understanding of the variety of people who make up her community.
5. J to become more responsible at home and in the wider community.
6. J to gain a better understanding of her environment
7. J to appreciate her environment and actively care for it.

STRATEGIES.

1. J to continue to prepare to receive the sacraments within the Catholic Church.
2. J and the family are active members of parish groups formed to prepare children for the sacraments.
3. J will continue to benefit from stories told by her grandparents, great aunts and uncles and other members of her family.
4. J will continue to meet with her birth family and share their history.
5. J will continue to help with recycling and care for her environment.
6. J will continue to look at various areas of Australia and make comparisons.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

RATIONALE.

The need to lay down good habits of general fitness, safety and living is important in childhood.

AIMS.

1. To encourage a sound basis for safe and healthy living.
2. J to understand the basis of good health and nutrition.
3. J to further understand the necessity of cleanliness.



4. To provide enjoyment and a feeling of well being in a daily exercise program. To help fiHBfeto continue to learn how to cooperate with others and work successfully as a member of a group.
5. To encourage the development of socially desirable attitudes and values and the pursuit of healthy leisure time activities. To continue to teach road, fire and water safety skills.
6. J to continue to grow in her understanding and appreciation of her religion.

STRATEGIES.

1. J will continue to swim each morning and to take part in other forms of exercise.
2. J will continue to study the body and the need for good nutrition and exercise.
3. J will continue to be provided with many outings and social contacts in order to improve her skills.
4. J will continue to be taught road, fire and water safety skills.
5. J.will continue to prepare to receive the sacraments of the Catholic Church.
6. J will continue to be part of the children's liturgy at our church.
7. J will continue to attend various meetings and excursions of the Homeschool community where she will have the opportunity to mix and play with a wide variety of children.
8. J will continue to have contact with neighbouring children and friends.



SOCIAL DEVELOPMENT.

RATIONALE.

Since man is a social being this family aims to develop a harmony between our individual requirements, the requirements of the family and the requirements of the community.

We are attempting to pass on to our children a caring and concerned respect for themselves and for others.

AIMS

1. To continue to develop an atmosphere where co-operative effort is the normal approach to all activities.
2. To have an understanding of family, friends and community that encourages J to respectfully take her place as a member of whatever part of that group that is appropriate to her interests, needs and development.
3. To continue to create a loving, listening, accepting atmosphere in our homes so J will feel respect and be listened to and understood, so that in time she will listen to and respect the rights and opinions of others.
4. For J to respect private and public property.
5. For J to continue to develop a set of healthy personal values.

STRATEGIES.

Throughout our daily living our family will continue to draw J's attention to the appropriate way to behave in accordance with her interests and stages of development.

1. J will continue to have regular contact with family, extended family and friends of all ages.
2. J will continue to attend various meetings and activities of the Homeschool groups where she will have the opportunity to mix and play with a wide variety of children.
3. J will continue to have contact with neighbouring children and her friends. She will also continue to be taken on regular outings into the community.



LONG TERM PLAN - LIVING SKILLS - MULTI-CURRICULAR.

AIMS 7 TO 16 YEARS OF AGE.

KITCHEN.

Wash, chop and prepare vegetables.
 Make a sandwich. V
 Prepare desert - start with something like jelly
 progress to a pie.
 Prepare individual items in a meal - cook meat,
 prepare salad, cook vegetables.
 Prepare a full meal.
 Prepare a meal from a cookbook.
 Purchase food.
 How to pick fruit and vegetables. How to choose
 a cut of meat.
 How to determine the best price for an item at
 the supermarket.
 Where to find items in a supermarket, v
 Prepare a menu and full day of meals.
 Prepare a menu, shop for a week,/and prepare
 all meals for a week.
 Wash, dry and put away dishes V

TRAVEL.

Use a street map and find five points never
 visited.
 Make use of public transport.
 Check water, oil, tyres of car.
 Make reservations for accommodation on a trip.
 Make reservations for travel by plane, train, bus
 or boat.

BASIC HOUSEHOLD MAINTENANCE.

Replace light bulbs.
 Replace a fuse or trip a circuit breaker.
 Hang a picture.
 Paint a room.
 Unblock a drain.
 Unblock a toilet.
 Put up a shelf.
 Set a thermostat.
 Replace and clean a pool or airconditioner filter.
 Defrost a refrigerator.
 Clean the stove and oven.
 Drill a hole.
 Tighten a bolt.
 Mow the lawn.
 Trim the edges.
 Clean windows. /
 Clean bath and handbasinV
 Clean shower recess.
 Vacuum v
 Sweep floors.
 Polishfurniture.
 Dust/
 Make bed.x/ /
 Wash clothes.'N/
 Iron clothes.
 Mend clothes.
 Sew.

MONEY.

Open a savings account.
 Write a cheque.
 Balance a cheque book.
 Use EFTPOS.
 Be able to read bills.
 Understand a loan payment schedule.
 Understand total interest payable on loans.
 Pay bills and where to pay them.
 Balance a budget.
 Fill in an income tax form.

SAFETY.

Complete a first aid course.



CREATIVE AND PRACTICAL ARTS

RATIONALE.

People of all cultures have a need to express themselves in a variety of ways. Art, craft and music are very important means of this expression. Arts, craft and music can be used for communication, relaxation, enjoyment and fun within the family and the community.

AIMS.

1. To continue to help J to participate fully in the musical environment and to continue with enjoyment in her musical experience.
2. To continue to help J listen to music with understanding and discrimination.
3. To continue to enable J to acquire the necessary confidence and competence to move to, sing and play music.
4. To continue to provide opportunities for J to discover that creative music is a good expression medium.
5. To continue to expose J to a variety of craft and materials.
6. To continue to expose J to a variety of art and materials.
7. J to continue to learn basic sewing techniques.

STRATEGIES.

1. J will continue to be exposed to various forms of music.
2. J will continue with her fortnightly lessons at the Turtle School of Music.
3. J will continue to be given the opportunity to enjoy music both at home and at various concerts.
4. J will continue to paint, draw, colour and make things from various materials.
5. J will continue to learn simple sewing.



RESOURCES

ENGLISH

Gum Tree English 1. Gail and Paul Nightingale.

English 2001 -2. Gail and Paul Nightingale.

Golden Step Ahead Phonics Grades 1-2. Betty Glennon, B.S., M.S. •'

Golden Step Ahead Reading Comprehension Grades 1-2. Pat Steinbach, B.S., Joan Wiegand, B.S., M.S.

Golden Step ahead Read and Write Sentences Grades 1-2. Carol Jordens, B.S.

Step By Step Phonics - Book 2. Peter Howard, V

COMPUTER.

Computer Classroom - Level 2 (ages 6-8) Phonics Alive! 2 - The Sound Blender. Phonics Alive!
6 - Typing. Storybook Weaver.

READING.

Ladybird - Say The Sounds.

Read with Ladybird - Level 2.'»

D & K Readers.v

Hello Reader,v

Dr. Seuss.

General Readers.

Now I Can Read Bible Stories.

Various games and puzzles.

Storycubes.

Roll 'n' Write.

ENGLISH.

1. J is continuing to make very good progress.
2. Since she began using Roll'n'Write J's writing skills have improved,
3. J can now successfully colour in keeping within the lines.
4. J enjoys reading and is now a fluent reader.
5. J has a growing list of words that she can successfully spell
6. J's keyboard skill are continuing to improve.
7. J enjoys storytelling using both her imagination and visual aids.
8. J can now use a computer program to write a story and add sound effects and backgrounds and characters.



ENGLISH 2001-2

Pupil Profile

Skills Checklist

An important part of any teaching program is evaluation. Teacher assessment, pupil self-evaluation and completion of the Assessment Profile/Skills Checklist, by the teacher, are all part of this process. This checklist provides a framework for teacher assessment of English.

Skills	Assessment		Skills	Assessment	
	Semester 1	Semester 2		Semester 1	Semester 2
Talking and Listening			Recognises word families		
Speaks clearly			Adds blends to write words		
Uses acquired vocabulary			Completes word puzzles		
Uses correct grammar			Matches words and meanings		
Engages in conversation			Recognises incorrect spelling		
Follows and gives instructions			Uses words in stories		
Asks appropriate questions			Orders lists alphabetically		
Retells a story or event			Uses LOOK, COVER, WRITE, CHECK as spelling strategies		
Recites poems, chants or rhymes			Writing		
Listens attentively			Compiles lists and labels drawings		
Responds to the speaker			Completes sentence clozes		
Uses talk time effectively			Draws pictures		
Reading			Uses capital letters and full stops		
Shows an interest in reading			Writes a description		
Recognises various texts			Writes a draft story		
Identifies author and illustrator			Writes a brief report		
Explores literary texts			Writes story endings		
Selects rhyming words			Writes a simple book review		
Predicts story endings			Writes a simple letter		
Recognises/reads speech bubbles			Writes abbreviations		
Unjumbles sentences			Writes opposites		
Proofreads sentences and stories			Writes a modelled verse		
Reads simple stories and poems			Uses word bank when writing		
Unjumbles sentences			Addresses an envelope		
Proofreads text, recognising errors			Writes speech bubbles		
Reads texts individually			Corrects mistakes in texts		
Retells a story in own words			Grammar		
Reads own written texts			Recognises the function of nouns		
Recognises fact from fiction			Recognises the function of adjectives		
Matches sentence beginnings and endings			Recognises the function of verbs		
Completes What am I? activities			Handwriting		
Can discuss character development			Traces, copies and writes letters		
Spelling			Traces, copies and writes capitals		
Attempts spelling			Writes word banks		
Uses graphic and phonic cues			Combination letters with bottom line joins		
Recognises compound words			Combination letters with top line joins		
Creates a word bank			Writes own sentences neatly		
Adds personal words			Maintains a slope of 7 degrees		
Recognises rhyming words					
Adds letters to write words					



MATHEMATICS.

Step Ahead With Maths 2. Paul Nightingale.

Golden Step Ahead Addition Grades 1-2. Karen Lindberg, B.S., M.S.

COMPUTER.

Computer Classroom - Level 2 (ages 6-&). Maths Made Easy - Level 1 (ages 4-7).v Maths Made Easy - Level 2 (ages 6-8).

Puzzles and games.

3D shapes.

2D shapes.

Geoshapes.

Interlocking shapes.

Interlocking cubes.

Lego.

MAS Base Ten.

Balance Beam.

Leap Frog - Flash Magic.

MATHEMATICS.

1. J has successfully learnt her 1, 2, 5 and 10 times tables, 'can also count to 100 by 5s and 10s.
2. J can recognise number groups.
3. J can recognise and arrange money from 5c to \$100 in the correct order of 5c, 10c, 20c, 50c, \$1, \$2, \$5, \$10, \$20, \$50, \$100.
4. J has a good understanding of the 3D shapes - cubes, rectangular prisms, spheres, triangular prisms, cones and cylinders.
5. J has a good understanding of the 2D shapes - squares, rectangles, circles, semi-circles, triangles, diamonds and ovals.
6. J can add across and up and down - single figures.
7. J can subtract across and up and down single figures.
8. J understands - equal parts, longer, shorter, heavier and lighter.
9. J has an understanding of simple fractions - thirds, halves, sixths, quarters, eighths and tenths.
10. J is gaining knowledge of the principles of- volume, mass, multiplication, division, fractions and graphs.

SCIENCE AND TECHNOLOGY.

Science and Technology Today - Year 3. Tess and Tony Boyle.

How Things Work. Kate Hayden.

Our Solar System. Peter Riley.

Let's Investigate Space - Grades 1-4. Patty and John Carratello.

My Best Book of the Moon. Ian Graham.

Magic School Bus storybooks. Joanna Cole and Bruce Degen.

Science Pocket - The Solar System (ages 8-11). Dinah Zike.



Exploring the Universe. Walter B. Gibson.

Why series. D & K.

Magic With Science. Walter B. Gibson.

Rebecca's Grandma. Anne Holstein.

COMPUTER.

Magic School Bus programs. Amazing Human body. Sea Creatures.

Exploring Australian Nature. Sparky's Energy Adventure.

Starwatchers Club monthly meetings.

SCIENCE AND TECHNOLOGY.

1. J has a very inquisitive mind. She likes to pull things apart in order to see how they work.
2. J enjoys 'The Magic School' Bus TV program. This is an animated program that covers all areas of science. The program features a bus that changes into e.g. a space ship, a submarine, a fish and so on. The program features a regular class of children and their teacher Ms. Frizzle who takes them on many exciting excursions in the magic school bus that she drives.
3. J also enjoys 'The Magic School Bus' computer programs and books.
4. J has a knowledge of magnetism and can identify most magnetic and non-magnetic materials.
5. J can identify parts of plants and trees.
6. J can identify a large variety of animals and birds, J can identify what will roll, float, sink.
7. J can identify various materials - wool, wood, glass, plastic, paper, cardboard, metal, gold, silver.
8. J understands and can name the five senses and their body parts.
9. J can identify the parts of the body.
10. J can sequence and describe her own life cycle and those of birds, frogs, butterflies and various animals and insects.
11. J is gaining an understanding of different types of energy. J is gaining a good understanding of the Solar System.
12. J enjoys the monthly Starwatchers group at the Nepean Observatory. She also enjoys regular visits to the Children's Museum at Merrylands and the Powerhouse Museum in Sydney.

HUMAN SOCIETY AND ITS ENVIRONMENT.

This Is Australia 2. Merle Morcom.

Animals and Nature Workbook. Kate Hayden.

A First Atlas Workbook. Kate Hayden.

Rebecca's Grandma. Anne Holstein.

Australian Heritage Project Kit. Steve Parish.

Amazing Facts About Australian Landscapes. Steve Parish.

Amazing Facts About Australian Mammals. Steve Parish.

Amazing Facts About Australian Birds. Steve Parish.



Amazing Facts About Australian Frogs and Reptiles. Steve Parish.
Amazing Facts About Australian Insects and Spiders. Steve Parish.
Amazing Facts About Australian Marine Life. Steve Parish.
Amazing Facts About Australian Heritage. Steve Parish.
Amazing Facts About Australia. Steve Parish.
 Australian Rainforests. Steve Parish.
Growing Up In Kakadu Australia. Stan Breeden, Belinda Wright.
Growing Up At Uluru Australia. Stan Breeden.
 Safety programs. Various excursions.

COMPUTER.

My First Amazing World Explorer. Magic School Bus programs.

HUMAN SOCIETY AND ITS ENVIRONMENT

1. J is able to identify and sequence different stages in a range of life cycles.
2. Using an atlas J is able to identify several countries. She is also able to identify some parts and places in Australia.
3. J is eager to help with some chores within the home.
4. J is becoming aware of the need to protect the environment,
5. J enjoys her excursions into the wider community.
6. While preparing to receive the sacraments J has gained a better understanding of her religion.
7. As part of the adoption process J has been able to gain more information from her birth family.

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PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Preparing to Receive The Spirit. Michael Trainor, Catherine Seward.
 Sacramental Program St. Nicholas Parish, Penrith.
 RTA Road Safety Program and resources.
 Fire Safety Program.
 Daily swimming.
 Homeschool excursions and activities.

COMPUTER.

My Amazing Human Body. Magic School Bus programs.

Video:

And Jesus Said..."Go Baptise Them."

And Jesus Said..."Do This In Memory Of Me."

And Jesus Said..."I Will Send The Holy spirit."

A Child's First Penance.

A Child's First Communion.

Exploring The Mass.

Grandma's Bread - A Eucharist Film.



Out and About road Safety For Children - Transport and communications Federal Office of Road Safety.
Crash, Bang, Boing.
It's Smart To Be Safe.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION.

J is enjoying learning more about the Catholic religion. She enjoys meeting with the other children at Children's Church and the Sacrament Preparation Groups.

J enjoys attending the many meetings and excursions that are part of the homeschool lifestyle.

J has made good progress with her knowledge of fire, water and road safety.

J enjoys daily swimming.

CREATIVE AND PRACTICAL ARTS.

All-in-One Course. Alfred's Basic Piano Library. Willard A. Palmer, Morton Manus, Amanda Vick Lethco.

Turtle School of Music (fortnightly lessons).

From June, 2001 Home Educated Girl's Choir.

Keyboard.

Concerts.

Craft Kits.

Sewing Machine.

Paints and other art materials.

Stamps and embossing materials.

CREATIVE AND PRACTICAL ARTS

1. J's sewing skills have improved.
2. She enjoys making a variety of craft items. Last Christmas she gave gifts of her work.
3. J is learning to play the keyboard. She attends the Turtle School of Music fortnightly.
4. J likes to paint and colour in.
5. J makes cards for the various occasions throughout the year. She uses a wide variety of materials and methods.

