**To imply regular coverage of each learning area**

* For relevant days across the selected week, record the main learning experience and/or the learning areas covered as part of your child’s home education.
* To further support your review, examples of your child’s work may be required.
* This document is not compulsory and is not sufficient in demonstrating the requirements of registration have been met. Additional evidence may be required.

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| **Week: 4 February to 10 February** |
| **Day** | **Notes on learning areas and/or major learning experiences** |
| **Sunday** | Weekly soccer club – HPE and socialisationWatch and discuss documentary on Antarctica – ENG, HUM and SCIBedtime reading – ENG |
| **Monday** | Design a frog pond for the backyard, ensuring it is attractive and safe for frogs – DT, ART, MTHBedtime reading – ENG |
| **Tuesday** | Build frog pond in backyard under supervision – HPE, DTChoosing appropriate plants from nursery website to surround pond – ICT, HUM, SCI |
| **Wednesday** | Build frog pond in backyard under supervision – HPE, DTWriting shopping list, discuss healthy meal options, accompany me shopping, talk about prices, money and change – ENG, MTH, HPE |
| **Thursday** | Piano lesson – ARTExcursion to local creek, observe animals, take photos, catch tadpoles – HPE, SCI, ART, ICT |
| **Friday** | Monitor tadpoles in small tank before placing in pond – MTH, SCISketch tadpoles allow establish basis for exploring growth and change – ARTDiscuss how we expect tadpoles to change – SCI |
| **Saturday** | Monitor tadpoles in small tank before placing in pond – MTH, SCIEmail to grandparents to discuss pond and tadpoles; work on sentences and spelling while writing email – ENG, SCI, ICT |

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| **Week: 4 February to 10 February** |
| **Day** | **Notes on learning areas and/or major learning experiences** |
| **Sunday** |  |
| **Monday** |  |
| **Tuesday** |  |
| **Wednesday** |  |
| **Thursday** |  |
| **Friday** |  |
| **Saturday** |  |