



Grounded Learning Co **Starter Pack**

Making Learning Accessible for Everyone



What Makes Grounded Learning Planners Different?

Most planning tools and curriculum programs tell you exactly what to teach, how to teach it, and when to do it each week. They often rely on scripted lessons, rigid schedules, and worksheets that leave little room for personalisation.

For many families, this turns learning into another overwhelming to-do list, especially when children didn't thrive in traditional school settings to begin with. Instead of building confidence, these systems can leave parents feeling unsure, pressured, and disconnected from their child's natural way of learning. Grounded Learning was created to change that.

Planning That Builds Confidence. Not Pressure

My planners are not scripts. They are not daily checklists. And they are not another job added to your week.

Instead, they give the power back to you.

Grounded Learning planners help you understand **what matters most** in the curriculum and how learning develops over time, so you can confidently teach in a way that suits your home, your lifestyle, and your child's unique needs.

Rather than telling you what activity to run each day, these planners:

- Help you recognise the learning already happening in your home
- Support you to plan meaningful experiences in your own way
- Give you clarity about where your child is now and where they are heading

This approach builds something scripted planners can't provide: **deep understanding and lasting confidence.**

Designed With Purposeful Progression

Every planner has been carefully sequenced using a deep understanding of curriculum development, child learning progression, and real-life home education.

Skills are intentionally organised so that:

- **Term 1 builds foundational understanding**
- **Term 2 extends and strengthens those foundations**
- **Term 3 deepens application and independence**
- **Term 4 brings learning together with clarity and confidence**

Each term also follows natural developmental themes such as identity, community, belonging, and wellbeing... allowing learning areas to connect in a way that feels meaningful rather than fragmented.

You're not just covering outcomes.

You're guiding a learning journey that grows naturally across the year.



One Plan. Multiple Children. Less Overwhelm.

Grounded Learning planners are designed to work cohesively across year levels.

Because outcomes are sequenced developmentally and follow the same progression in each year level, you can teach similar concepts with multiple children at once, simply adjusting expectations for each stage. This means:

- Less planning for you
- More shared learning experiences
- Clear understanding of what growth looks like at every level

You don't need separate learning activities or lessons for every child.
You need one clear pathway that adapts with them.

Optional Assessment Support.

Grounded Learning planners include optional assessment tools that unpack complex outcomes that may feel difficult to navigate alone.

These tools:

- Bundle outcomes that naturally work together
- Provide clear explanations of skill progression
- Support reflection without adding pressure

For example, writing outcomes are supported through term-based assessment bundles such as recount or autobiographical writing. You decide how learning looks in your home, while the planner provides a clear understanding of the skills developing across year levels.

Assessment becomes a guide, not a burden.

Grounded Learning Is About Understanding, Not Control

This is not a scripted program.

It is a framework that helps you:

- Understand the curriculum without feeling overwhelmed
- Plan with intention while staying flexible
- Trust your instincts as a parent and educator

Because the goal isn't to follow someone else's lesson plan.

The goal is to help you feel confident, capable, and supported, while creating a learning environment that truly works for your family.



What's Included in the Full Grounded Learning Planner?

The full Grounded Learning Planner is designed to give you clarity, confidence, and flexibility, without locking you into scripted lessons or rigid daily plans. Each planner provides a carefully sequenced pathway through the curriculum, helping you understand what to focus on, how learning develops over time, and how to adapt expectations for your child's stage.

Inside the full planner, you will find:

A Clear Term-by-Term Learning Pathway

Each term is thoughtfully sequenced so skills build naturally across the year. Outcomes are selected and organised to support real developmental progress, beginning with foundational understanding and gradually moving toward deeper application and independence.

Curriculum Links Translated Into Real Language

Curriculum outcomes are unpacked into clear learning focuses that feel practical and meaningful. Instead of dense curriculum wording, you'll see easy to understand outcomes.

Evidence and Reflection Support

Gentle prompts help you notice growth without turning learning into constant testing. You can document progress through observation, conversations, or work samples, in a way that feels manageable and authentic.

Bundled Outcomes That Work Together

Curriculum codes are intentionally connected so you can teach multiple outcomes at once. This reduces planning overwhelm and supports natural, integrated learning.

Multi-Age Friendly Design

Because outcomes are sequenced developmentally, you can teach similar concepts across different year levels while adjusting expectations for each child.

Optional Assessment Tools

For families who want deeper guidance, optional assessment bundles provide extended explanations of skill progression, helping you understand what growth looks like at each stage without adding pressure or rigidity.

This planner isn't about telling you what to do every day.

It's about giving you the structure, understanding, and confidence to create meaningful learning experiences that truly fit your family.

Using Your Planner to Reflect on Learning That Has Already Happened

Grounded Learning planners are not only for forward planning, they are also powerful reflection tools. Many families find that some of the richest learning happens naturally through play, conversations, outings, and everyday life. Instead of feeling pressure to plan every detail in advance, you can use your planner to **look back at what has already happened** and recognise the learning within it.

Start by thinking about a recent experience your child was engaged in- a project they created, a book they explored, a game they played, or even a meaningful conversation. Rather than asking, “*Did we follow the plan?*” ask yourself:

- What skills were they using?
- What new understanding did I notice?
- How did they communicate, problem solve, or create?

Then, open your planner and look for a learning focus that aligns with what you observed. You are not forcing learning to fit a box, you are simply identifying the curriculum connection that already exists. This approach helps you see that meaningful learning is happening more often than you might realise.

Once you have selected an outcome that reflects the experience, you can:

- Record observations or work samples as evidence
- Reflect on what growth you noticed
- Consider gentle next steps if your child shows interest in continuing

This reflective approach removes the pressure of pre-planning every moment. Instead, it builds confidence by helping you understand how everyday experiences connect to real curriculum learning. Over time, you will begin to see clear patterns in your child’s development, not because you followed a rigid plan, but because you learned to recognise the learning that was already there.

Understanding the Support Inside Your Planner

The English and Maths progression tables shown here are small excerpts from the term planners. They have been formatted progressively to help you see the long-term sequencing built into the Grounded Learning structure and to give you a clear example of the kind of support included in the full planner.

The complete planner includes carefully sequenced learning outcomes for **English, Maths, Science, HASS, Arts, Technologies, Health and Sport**, all designed to work together in a natural learning flow. Each planner purchase contains **your selected year level only**, keeping the layout clear, focused, and easy to use without unnecessary overwhelm.

When all four terms are used together, every relevant **SCSA curriculum code** is already embedded, meaning there is no need to search through curriculum documents or navigate external websites. Outcomes are organised for you, with dedicated space to record evidence collected for each focus area, making moderation, reflection, and record-keeping simple and manageable.

Grounded Learning focuses on how skills develop over time. Here are two examples of the progression for English and Maths from Kindergarten to Year 6.

How Numeracy Skills Grow: Pattern Development - A Grounded Learning Progression							
Kindergarten	Pre-Primary	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Curriculum Links: 4.4 We are Learning: To identify and name colours and 2d shapes. Date Covered: Evidence/Assessment data: Colour and shape assessment provided</p>	<p>Curriculum Links: WAPMNAP1 Learning Focus: We are learning to notice, copy, and continue repeating patterns using objects, sounds, movement, or pictures. Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: AC9M1A01 AC9M1A02 Learning Focus: We are learning to recognise, continue, and create patterns with shapes and objects. Evidence: Pattern Assessment <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA2MNAP1 Learning Focus: We are learning about increasing and decreasing additive patterns and identifying missing parts in number sequences. Evidence: Pattern checklist assessment <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA3MNAP1 Learning Focus: We are learning to identify and continue number patterns that increase or decrease, and to explain the rule that makes the pattern work using addition or subtraction. Evidence: Number Patterns Assessment <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA4MNAP1 Learning Focus: We are learning to create and describe number patterns using multiplication and division, and to explain how each number relates to the pattern rule. Evidence: Number Patterns Assessment <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA5MNAP1 Learning Focus: We are learning to follow and create number patterns using addition and multiplication. And to explore how to solve unknown amounts. Evidence: Number Patterns Assessment <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA6MNAP1 Learning Focus: We are learning to create and represent increasing or decreasing patterns using physical materials and numbers, and to describe the rule that explains how the pattern changes and how each part relates to its position. Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>

How Writing Grows: Sentence Development - A Grounded Learning Progression

Kindergarten	Pre-Primary	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Curriculum Links: 5.1</p> <p>We are Learning: That a sentence is made up of words.</p> <p>Date Covered:</p> <p>Evidence/ Assessment data: Reading Assessment provided</p>	<p>Curriculum Links: WAPLALA1</p> <p>Learning Focus: We are learning that sentences help us share complete ideas when we speak and write.</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA1ELALA1 A</p> <p>Learning Focus: We are learning that a sentence is made up of words and represents a single clause (idea or event).</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA2ELALA1</p> <p>Learning Focus: We are learning what a sentence is and how to write a simple sentence that shares one clear idea.</p> <p>- Learning that a clause is a group of words with a subject and a verb that shares an idea.</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA3ELALA1</p> <p>Learning Focus: We are learning to expand simple sentences by adding detail, conjunctions, and descriptive language to make ideas clearer for the reader.</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA4ELALA1</p> <p>Learning Focus: We are learning to vary sentence structure by combining clauses and using different sentence beginnings to improve flow and clarity.</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA5ELALA1</p> <p>Learning Focus: We are learning to build complex sentences by joining ideas together using an independent clause and at least one dependent clause. To understand that how a sentence is structured can change how it sounds, flows, or feels to a reader.</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA6ELALA1</p> <p>Learning Focus: We are learning to use embedded clauses to add extra information to sentences, helping to describe, explain, or extend ideas more clearly. This can look like: adding an embedded clause to describe something in more detail (e.g. The weavers, who were well-known tricksters, promised to make the Emperor new clothes...), or using an embedded clause to explain information within a sentence (e.g. If we are to save the numbat, a highly endangered Western Australian marsupial, we must act to protect its habitat.).</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>



Assessment tool

The example below shows how optional assessment tools are used to provide additional clarity and support. This example taken from the Year 2, Term 1 Plan:

Curriculum Links:

WA2ELAT1 WA2ELALA4 WA2ELYC1

Learning Focus:

We are learning that different types of texts are written for different purposes and how to create them. To keep things manageable, each term focuses on one text type - this term it is a recount. The assessment provided shows the key skills we are working on, such as structure, punctuation, and vocabulary.

Evidence:

Recount assessment

- Observation
- Work samples
- Assessment

Date:

Recount Assessment							
Children may show these features through drawing, oral retell, shared writing, or independent writing.							
Recount Skills				Everyday Writing Skills			
Orders events correctly	Uses headings, pictures, and diagrams	Uses time words like first, then, next, and finally when writing a recount	Uses action verbs to add detail	Uses capital letters at the start of sentences and proper nouns	Uses full stops and exclamation points with other punctuation	Uses Simple and/or compound sentences	Forms letters correctly
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:	Assessment:

Rather than adding pressure, these assessment pages help you understand what growth might look like. Children may demonstrate their understanding through drawing, oral retell, shared writing, or independent writing. The checklists are designed as gentle guides to support observation and reflection, not rigid testing.

Assessment becomes a way to deepen your understanding of learning, while keeping the process flexible and supportive for both you and your child.

Try It Yourself

Plan one learning experience using the Grounded Learning approach.

Think of something your child has recently done or is interested in and use the prompts below to map the learning. You can use the learning outcomes provided in the 'Understanding the Support Inside Your Planner' section as a starting point if you would like.

Learning Focus

What skill or understanding is developing?

Example Learning

What did (or could) this learning look like in real life?

Evidence Ideas

How might you notice or record the learning?

- Observation
- Work samples
- Assessment tool
- Other: _____

There is no single right way to complete this page. The goal is to recognise meaningful learning and connect it to clear, intentional outcomes.