

How This Planner Translates the Curriculum (Two Examples)

Australian Curriculum outcomes are written for educators.

This planner keeps the learning intent the same — but translates it into clear, parent-friendly language that shows what learning looks like in real life.

Below are two examples from English and Mathematics.

English: Communication & Interaction

Curriculum intent (summarised)

Children use verbal and non-verbal interaction skills to communicate, including asking and answering questions.

In the Grounded Learning Co planner

"We are learning how words, facial expressions and gestures help us ask and answer questions."

What this might look like

- Asking questions during play or shared activities
 - Using gestures or facial expressions when words are tricky
 - Taking turns in conversations
 - Responding with words, nods, or actions
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Mathematics: Number Sense

Curriculum intent (summarised)

Children recognise, represent, order, and compare numbers to 50 using a range of representations.

In the Grounded Learning Co planner

"We are learning to recognise, represent, and order numbers to 50.

This will look like using objects, number lines, charts, or digital tools to count, arrange, and compare numbers."

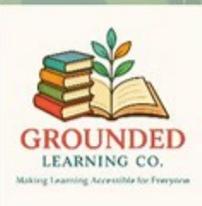
What this might look like

- Counting toys, shells, or snacks
- Lining objects up and comparing quantities
- Noticing numbers in books or the environment
- Using fingers, blocks, drawings, or informal number lines



Grounded Learning Co Home School Planner: Year One – Term 1

Making Learning Accessible for Everyone



About this planning document:

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This planner has been designed to support learning across all outcomes from the Australian Curriculum Guidelines. The curriculum document can be accessed online via the K–10 Outline website.

Learning outcomes have been organised into a logical, easy-to-follow sequence using clear, parent-friendly language. This document outlines *what* children are learning and offers a suggested order for teaching; **however, you are not required to follow this sequence. Every child is unique, and individual learning journeys should always be honoured.**

Curriculum outcome numbers are included alongside each learning goal for reference.

This planner also includes a range of optional assessment checklists to support you in recording learning progress, including evidence that may be required for moderation. Not every outcome includes a checklist, so a blank anecdotal assessment template has been provided for flexibility.

Learning outcomes are designed to support a wide range of abilities and learning stages. Some outcomes and assessment tools are intentionally set at a higher level to offer appropriate challenge for children who are ready. These outcomes represent possible learning directions rather than fixed expectations; each child's progress is guided by their individual readiness and needs.

The aim of this planner is to simplify the Australian Curriculum and empower you to support your child's learning in the way that works best for your family.

You are in control of the learning experience — this planner is simply here to **support your confidence** and provide guidance along the way.



How to Use This Planner

This planner has been designed to support and guide you, not to add pressure or rigid expectations. It is a flexible tool you can adapt to suit your child, your family, and your lifestyle.

Start with your child

Begin by observing your child's interests, strengths, and current stage of development. Use this planner as a reference point, rather than a checklist to complete.

Follow your child's pace

The learning sequence provided is a suggested order only. You do not need to follow it exactly. Some learning areas may take longer, while others may progress quickly — this is normal and expected.

Choose what works for your family

You may choose to focus on one or two learning areas at a time, integrate learning across subjects, or spread activities throughout the week. Learning can happen through play, conversation, daily routines, and real-life experiences.

Acronyms used:

If you see unfamiliar abbreviations, a parent-friendly cheat sheet is included at the back.

Use assessments as support tools

Assessment checklists are included to help you notice progress and record learning if needed. They are optional and flexible. Not all outcomes include a checklist, and a blank anecdotal assessment page is provided so you can record learning in a way that feels natural to you.

Remember: outcomes are not expectations

Learning outcomes describe possible learning directions. Some outcomes are intentionally set at a higher level to support children who are ready for additional challenge. They are not minimum expectations for every child.

You are in control

You know your child best. Trust your judgement, follow their lead, and adjust learning experiences as needed. This planner is here to support your confidence and help you feel assured that you are meeting curriculum requirements in a way that works for your family.

If you need support with planning, understanding outcomes, assessment, or gathering evidence, please feel free to reach out to learn more about additional support services available through Grounded Learning Co.



How Much Is Enough?

If you've ever wondered "Are we doing enough?" you're not alone. This planner is here to **support your confidence**, not to measure your worth or child's success.

There is no "right" amount of learning. Learning doesn't need to look like a school, happen at a desk, follow a timetable, or be completed in a certain order.

Enough learning might look like:

- A conversation during a walk or car ride
- One subject explored deeply instead of many touched briefly
- Revisiting the same skill over several weeks
- A short activity followed by play
- Taking breaks when your child needs rest or regulation

Progress is not always visible straight away. Children often learn in **bursts**, not straight lines. Quiet periods, repetition, and even resistance are part of learning - not signs of failure. If your child:

- Is curious and asking questions
- Is trying again
- Is feeling safe and supported

Then learning *is* happening.

You do not need to complete everything. This planner includes:

- Suggested learning sequences
- Optional assessments
- Extension opportunities

You are **not expected** to complete every page, every outcome, or every checklist. **Enough is when learning feels sustainable for your family.**

Assessment is a tool, not a requirement. You do not need constant evidence, formal work samples, or checklists to prove learning. Noticing things like:

- "They explained their thinking"
- "They remembered this"
- "They tried a new strategy"

Is valid and meaningful.

Trust yourself. You know your child better than anyone else. This planner exists to **walk alongside you**, not to lead you away from your instincts.

You're not behind.

You're not doing it wrong.

You're building learning in a way that honours your child — and that is always enough.

Year One Planner: Term 1

English	Maths	Science	HASS	Arts	Technologies	Health	Sport
<p>Curriculum Links: WA1ELAI1</p> <p>Learning Focus: We are learning how words, facial expressions and gestures help us ask and answer questions.</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: AC9M1N01</p> <p>Learning Focus: We are learning to recognise, represent, and order numbers to 50. This will look like: using objects, number lines, charts, or digital tools to count, arrange, and compare numbers.</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA1SSIQ1 WA1SSIPL1 WA1SSIE1 WA1SSICM1</p> <p>Learning Focus: We are learning to take part in simple, guided science investigations.</p> <p>Evidence: Science investigations assessment <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA1HAKUG2</p> <p>Learning Focus: To identify and locate places and features on pictorial maps. (E.g. Their house, street, or favourite playground)</p> <p>The daily and seasonal weather</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: ACADAM001</p> <p>Learning Focus: We are learning to explore movement by using different body parts, body positions, and levels, and by noticing how our body moves in relation to objects and space.</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA1TDECEP1</p> <p>Learning Focus: We are learning that force can make objects move and that different materials can affect how they move.</p> <p>Evidence: Force assessment <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA1HEHPP1</p> <p>Learning Focus: We are learning to recognise our strengths and how they grow and change.</p> <p>Evidence: <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>	<p>Curriculum Links: WA1HEPMM1</p> <p>Learning Focus: We are learning to practise movement skills like side rolls, balancing dynamically, and pushing off the ground to move.</p> <p>Evidence: Fundamental movement skills assessment <input type="checkbox"/> Observation <input type="checkbox"/> Work samples <input type="checkbox"/> Assessment Date:</p>
<p>Curriculum Links: WA1ELAI2</p> <p>Learning Focus: We are learning to</p>	<p>Curriculum Links: AC9M1N02</p> <p>Learning Focus: We are learning to</p>	<p>Curriculum Links: WA1SSUB1 WA1SSIPL2</p> <p>Learning Focus:</p>	<p>Curriculum Links: WA1HAKUG3</p> <p>Learning Focus: We are learning</p>	<p>Curriculum Links: ACADAM001</p> <p>Learning Focus: We are learning to</p>	<p>Curriculum Links: WA1TDECEFF1</p> <p>Learning Focus: We are learning that</p>	<p>Curriculum Links: WA1HEHPS1</p> <p>Learning Focus: We are learning to</p>	<p>Curriculum Links: WA1HEPMM2 WA1HEPMM3</p> <p>Learning Focus:</p>