

- A range of creative opportunities may be provided for children to explore art and craft materials, music, sewing, etc. They need not be complex or costly, but provide outlets for expression and creativity. The learning of an additional language may also be enjoyable.
- Children also need to learn the necessary self-help skills to help them towards independence and the ability to take care of their own personal needs



Other considerations

The decision to home educate may stem from a long-standing desire or might be a recent idea. It might even have been something of a surprise! Whatever the reason, home educating is hard work; it takes commitment, financial sacrifice, time, patience and a willingness to learn from one's mistakes. In return it can be hugely rewarding and enhance the bond between parent and child.

However, it is also an experience that can feel isolating for the parent and the child. It is important to ensure that support mechanisms are in place to prevent this. Useful skills can be lost if children – and their educators – do not have the opportunity to relate to others in a wide variety of situations.

Within our families, friendship groups and regular leisure activities we tend to encounter people we choose to be around, but this may not always adequately prepare us for the other people we meet in life.



Whatever approach you adopt, bear in mind that the LA must be satisfied that the child's right to an appropriate education is provided. You can talk to the Specialist Officer for Elective Home Education on **01922 652860**, find out more about EHE on the Walsall Council Website: http://cms.walsall.gov.uk/index/home_education.htm and, if possible, talk to other parents who home educate.

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Walsall Council

Children's Services - Education



Elective Home Education

Home educating children aged 5 to 7 years

There are almost as many ways of learning as there are learners - and not every learning (or teaching) style suits every child. If you choose to adopt a curriculum-based approach; here are some things to consider:

- Home educating young children who have not previously entered the school system or who have been withdrawn after a short period of schooling can be challenging,
- It is natural for children to learn through play and not to be aware when they move from learning to playing and vice versa,
- Children learn automatically from their environment and from their peers and/or others with whom they come into contact,

- Whilst children can sometimes appear to be like ‘sponges who soak everything up’ at other times can find acquiring new knowledge extremely difficult, however straightforward it may seem.



Some of the basic learning that children of 5 to 7 years might be experiencing are:

- Pre-reading and reading activities; this includes **phonics** work - learning how to pronounce and use the alphabet to help them to read and write words.
- Spelling activities; beginning with simple cvc (consonant, vowel, consonant) words such as **bed, mat, top**.
- Handwriting; learning the correct formation of individual letters and (later) how to join those letters into legible script
- Simple comprehension skills; being able to read a story or listen to a story being read and answer questions about what they have heard.
- Number skills; counting in rote forwards and backwards in ones, twos,

fives, tens, etc. counting objects with one-to-one correspondence (eg. being able to count six knives, forks and spoons at the dinner table).



- Knowledge of the four calculations; addition, subtraction, multiplication and division and reliable methods for working out these calculations mentally/orally and on paper.
- Knowledge of 2D shape (and later 3D), space, time, money.
- The ability to group objects by various categories such as colour, shape and size.
- Simple scientific understanding of such properties as water, sand, dough, wood, fabric and of materials that are solids and liquids. Much of this can be learned through simple cooking activities.
- Knowledge of body parts, their names and very basic functions. Also a simple understanding of how the body is affected by exercise – and the lack of it, nutrition and hydration (drinking water).



- Simple life cycles; such as that of the butterfly or frog.
- Historical concepts; knowledge of the past, the present and the future, chronological understanding of events that came before, are happening now and are yet to happen - this can begin with a simple weekly calendar or a study of the family tree.
- Geographical concepts; the child knowing where they are in relation to their local environment, their town/city, country and the wider world.
- Personal, social, emotional, moral, cultural and religious understanding; these may reflect the beliefs of the family. However, understanding needs to be broad enough to equip the child for the experiences they will encounter as citizens within a wider society than their immediate environment.
- Physical development; stimulated by some regular form(s) of physical activity. Cycling, joining a sports club, dance class, swimming lessons, etc. all encourage good growth and development. As does getting fresh air and exercise through regular outdoor walks.

