



Everyday Educators

Everyday. Your Way.

NSW Year 1 at Home Term 1

Your Simple Guide to Meeting NSW Home Education Requirements

Everyday Educators - For Real Aussie Families Living Real Life

Welcome, Home Educators!

Welcome to Term 1 of the child's Year 1 journey! Building on the strong foundations laid in Kindergarten, this term focuses on strengthening foundational literacy and numeracy skills, developing thought provoking and problem-solving strategies, and expanding their understanding of the world through inquiry and exploration. We'll delve into more structured learning, encouraging deeper understanding, independent application of skills, and creative expression, all within your family's unique rhythm whilst meeting NSW requirements.

What makes this different?

- ✓ 20-40 Minute focused activities designed for Year 1 student attention spans
- ✓ Uses materials you already have at home with play-based and hands-on learning
- ✓ Flexible for busy families - adapt as needed
- ✓ Designed to help meet NSW requirements without overwhelming the child

The Legal Stuff

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IMPORTANT NESA DISCLAIMER

NESA does NOT approve curricula - they approve families. This program is designed to help families meet NESA Home Education Requirements and is aligned with NESA Guidelines for Home Education. NESA approves individual family registration applications, not commercial curricula. You are responsible for your own NESA registration process. This curriculum does not guarantee NESA approval - that depends on your individual family circumstances and application.

What This Curriculum Does: Provides activities and guidance aligned with NSW Education Act requirements to help you create your own family learning program.

Home Educator Promise: You don't need teaching qualifications. You don't need to be perfect. You just need to care about the child's learning - and you already do that!

Learning Guide:

Daily Routine



Morning Circle — 10-15 min

Greetings, simple calendar (days of week, weather), singing a counting or alphabet song, read-aloud from an early reader book or chapter book.



Learning Time — 20-40 min

One to two focused 20-40 minute activity with built-in movement break.



Living and Learning — All Day

Learning during normal family activities (e.g., reading signs, calculating change, identifying patterns in nature, helping with chores).

 Reflection Time — End of Day

A quick chat about "What was one new thing you discovered today?" or "What helped you solve a problem today?".

Total structured time: About **3-4** hours per week spread across daily **20-40** minute sessions.

Learning time: All day through natural family life experiences!



What the child Will Learn (NESA Requirements)

English

The Goal: To build confidence with reading simple texts, start writing sentences, and share ideas through talking and listening.

- Reads simple sentences in early reader books with help, working on sounding out words and recognising common words they see often (like "the," "and," "is").
- Retells a simple story in the right order, talking about who is in the story and where it happens.
- Uses letter sounds and patterns they know (like "sh," "ch," "th") to read and spell simple words.
- Writes simple sentences with a capital letter at the start and a full stop at the end.
- Tries writing short messages or stories using words they know, plus their best guesses at spelling new words by listening to the sounds.
- Joins in conversations with family, takes turns speaking and listening, and asks questions when curious.

Mathematics

The Goal: To count confidently, understand what numbers mean, solve simple adding and taking away problems, and notice patterns.

- Counts forward to 100 and backward from smaller numbers like 20, and practices counting by 2s and 10s.
- Reads and writes numbers from 0-50 comfortably, working toward 100.
- Shows what numbers mean using objects (like blocks or buttons) and understands that 15 means 1 ten and 5 ones.
- Solves adding and taking away problems to 10 using fingers, objects, or number lines, starting to try problems to 20.
- Spots and creates simple patterns using shapes, colours, and numbers.
- Compares things by how long, heavy, or much they hold using informal measures (like handspans or cups).
- Tells time to the hour on a clock and knows the order of daily activities.
- Describes shapes they see around them (like circles, squares, triangles) by counting sides and corners.
- Helps make simple graphs using pictures and talks about what they show.

Science & Technology

The Goal: To explore the world through observation, ask questions, and start understanding how things work.

- Observes living things (plants, animals, insects) and talks about what they need to survive (food, water, shelter).
- Explores how objects move when pushed, pulled, or dropped.

- Uses senses to describe materials (smooth, rough, hard, soft, heavy, light).
- Asks "what if" questions and makes simple predictions about what might happen.
- Follows simple steps to make or build something, like a paper plane or a simple structure.

Human Society and Its Environment (HSIE)

The Goal: To learn about their own life and family, and explore familiar places in their world.

- Talks about their own life story, including when they were a baby, starting school, and family celebrations.
- Understands that families can look different and that's okay.
- Describes familiar places (home, school, park, shops) and what happens in each place.
- Notices things in their local area - both natural (trees, weather) and built (buildings, roads).
- Begins to understand that Aboriginal and Torres Strait Islander peoples have a special connection to the land.

Creative Arts

The Goal: To express ideas through drawing, painting, music, movement, and imaginative play.

- Creates artworks using different materials (crayons, paint, collage, clay) to show their ideas.
- Sings familiar songs and rhymes, keeping a steady beat with clapping or simple instruments.
- Uses imagination in pretend play, taking on different roles and making up stories.
- Moves to music in different ways (fast, slow, big, small) and copies simple movement patterns.
- Talks about artworks and performances they enjoy and why they like them.

Health and PDHPE

The Goal: To develop basic movement skills, understand what makes them healthy and safe, and build positive relationships with others.

- Practices running, jumping, hopping, throwing, catching, and kicking with growing coordination.
 - Understands basic healthy habits like eating fruits and vegetables, drinking water, and getting enough sleep.
 - Names different feelings (happy, sad, angry, scared, excited) and talks about what makes them feel that way.
 - Follows simple safety rules at home, near roads, and around water.
 - Plays cooperatively with others, taking turns and following game rules.
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IMPORTANT NOTES FOR HOME EDUCATORS

About These Outcomes:

These outcomes describe what most Year 1 children work towards by the end of Stage 1 (Years 1 and 2). Remember:

Remember:

- Every child develops at their own pace – some skills may come earlier, some later
- These are guides, not requirements – the child doesn't need to achieve every single outcome by the end of Year 1
- Progress looks different for every child – celebrate the child's individual growth and unique learning journey
- Learning happens naturally – Year 1 children learn best through hands-on activities, real-life experiences, and play that connects to their world

If the child is already comfortable with these skills:

- Extend activities to match their interest and readiness
- Introduce slightly more challenging variations or deeper exploration
- Follow their lead and curiosity – let them drive their learning
- Remember that being "ahead" in one area doesn't mean they need to be ahead in all areas

Still developing these skills:

That's completely normal! Year 1 is a big transition year, and children develop at different rates. Keep providing opportunities to practice in natural, everyday contexts. Focus on building confidence and maintaining their love of learning.

Try these approaches:

- Break tasks down into smaller, manageable steps
- Use concrete materials and hands-on approaches (counting objects, acting out stories, building with blocks)
- Make it playful and low-pressure – learning doesn't have to feel like "school"
- Consider whether they might need more time to develop (perfectly normal!)
- Connect learning to things they care about – their interests are powerful learning tools

The Bottom Line:

The goal of Year 1 is to nurture curiosity, build confidence, and create a strong foundation for lifelong learning. Academic skills are important, but they're just one part of the child's development. Social skills, emotional growth, creativity, and physical development all matter just as much.

If the child is curious, engaged, and enjoying their learning experiences, you're doing a fantastic job!

Week 1 My Place in History - Family Stories & Local Changes

This Week's Focus: Exploring personal and family history, how things change over time, and the history of our local area.

MONDAY English & PDHPE

"My Life Timeline" & "Time Travel Dance"

Learning Focus: Sequencing personal events, using time words (*first, next, then, last*), expressing personal history through movement.

Activity: Gather 4-6 photos of the child from different stages of their life, or if photos aren't available, work together to draw simple pictures representing these moments.

Good events to include are: baby photo or drawing of them as a newborn, learning to walk (around 1 year old), a birthday party they remember, starting Kindergarten, and a recent special moment like a family holiday or celebration. Spread the photos or drawings out on the table in a mixed-up order and ask the child to arrange them from "first" (when they were youngest) to "last" (most recent). As they place each one, encourage them to use time words by asking questions like "What happened first?" and "What came next after that?"

Once arranged, help the child glue or tape the images onto a long strip of paper to create their timeline, drawing a line connecting each event. Write simple labels together such as "First - I was a baby" and "Then - I learned to walk."

After completing the timeline, clear some space for movement. Play three different styles of music: first, something old-fashioned like classical or jazz (you can find "1920s music" on YouTube), then something from when you were a child, and finally a current pop song the child enjoys. Encourage them to move differently to each era - slow and formal movements for old music, then gradually becoming more free and energetic as the music becomes more modern.

EXTENSION ACTIVITY

Interview a family member (grandparent, aunt, uncle, or older sibling) about one significant event in their life. Help the child think of 3 questions to ask, such as "What is your favourite memory from when you were little?" Write down or record their answer and add a simple drawing to your family timeline.

TUESDAY Mathematics & Creative Arts

"Family Age Pattern" & Collaborative Family Portrait

Learning Focus: Identifying and creating number patterns (e.g., *oldest to youngest, counting by 2s for pairs*), representing family members in art.

Activity: Start by writing down the ages of everyone in your immediate family on separate pieces of paper or cards. For example, if your family has Mum (35), Dad (37), child (6), and baby sister (2), write each age clearly.

Help the child arrange these from youngest to oldest: 2, 6, 35, 37. Talk about the pattern - "The numbers get bigger as we go from youngest to oldest." Count how many people are in your family and use that number to create a simple repeating pattern. If you have 4 family members, gather 8 blocks or objects in two colours (like 4 red and 4 blue) and create a pattern: red, blue, red, blue, red, blue, red, blue. Ask the child "What comes next?" to check they understand the pattern. You can also try patterns with 4 different colours if you have 4 family members - one colour representing each person.

For the art activity, tape together several large sheets of paper or use the back of old wrapping paper to create a big canvas. Each family member draws themselves on the portrait - the child can draw their own picture of themselves, and they can draw other family members too. Use crayons, pencils, or paint. Encourage details like hair colour, favourite clothes, or something each person likes to hold (like Dad's coffee cup or the baby's teddy).

EXTENSION ACTIVITY

Count all the people in your family (including grandparents, aunts, uncles, cousins if you like) and represent that number using blocks, drawings, or finger counting. Can the child show the number 8 with blocks? Can they draw 12 stick figures for 12 family members?

WEDNESDAY Science & Technology & PDHPE**"Technology Through Time" & "Old-Fashioned Games"**

Learning Focus: *Comparing old and new technologies, understanding technological change, engaging in traditional games.*

Activity: Gather some examples of old and new technology to compare. If you have old items at home, use those - a corded telephone, an old camera, a cassette tape, or a typewriter are perfect. If not, search online together for pictures of "old telephones" or "typewriters" and look at them on screen.

For each old item, find or discuss its modern equivalent: rotary phone becomes smartphone, typewriter becomes laptop, film camera becomes phone camera, vinyl record becomes Spotify. Ask the child questions to guide their thinking: "How do you think people made phone calls before smartphones?" "What's different about this old phone?" "Which do you think is easier to use?" "Why do you think people invented the new version?" Help the child notice specific differences - the old phone has a curly cord and you have to spin the dial, while a smartphone has no cord and you just tap the screen.

After exploring technology, head outside (or clear space inside) to play some old-fashioned games that children played before video games existed. Teach the child how to play hopscotch by drawing a grid with chalk on concrete or using masking tape on a floor. Show them how to throw a small stone or beanbag and hop through the squares. Then play "What's the Time Mr Wolf?" - you are the wolf standing with your back turned, the child asks the time, you answer (like "3 o'clock") and they take that many steps toward you. When you say "Dinner time!" turn and chase them back to the start.

EXTENSION ACTIVITY

Fold a piece of paper in half. On one side, draw a picture of an old technology (like an old telephone with a cord). On the other side, draw its modern version (like a smartphone). Label each picture with the child's help.

THURSDAY English & HSIE**"Local Landmark Story" & "Then and Now" Local Area**

Learning Focus: *Expanding vocabulary related to history (e.g., past, present, old, new, landmark), understanding local history.*

Activity: Choose a local landmark that the child knows - this might be your local park, a historic building, an old church, a bridge, or even your local shops.

Before the activity, do a quick search online for "[your suburb/town name] history" to find one interesting fact about how your area has changed. For example, you might discover that your local park used to be a dairy farm 100 years ago, or that the old building on the corner used to be a post office. Share this fact with the child in simple terms: "Did you know that our park used to be a farm with cows? Farmers grew vegetables here before it became a park for families."

Help the child create a simple story about the landmark. Ask guiding questions: "If the park used to be a farm, what animals might have lived here?" "What do you think the farmer's children did for fun?" The child can tell you the story while you write it down, or they can draw pictures to tell the story. Use time words like "long ago," "in the past," "back then," and "nowadays." If possible, search online for old photographs of your local area - local council websites and historical societies often have these.

Compare an old photo with how the area looks today. Point out what's the same (maybe a big tree is still there) and what's different (the dirt road is now a paved street with cars).

EXTENSION ACTIVITY

Draw two pictures side by side - one showing your local landmark "Then" (in the past, as you imagine it) and one showing it "Now" (as it looks today). Help the child add labels using words like "old," "new," "past," and "present."

FRIDAY Mathematics & Creative Arts**"How Long Ago?" Timeline & "Cave Painting" Art**

Learning Focus: *Understanding duration (e.g., seconds, minutes, hours), sequencing events on a simple timeline, creating art inspired by ancient history.*

Activity: Start with a fun timing activity using a timer on your phone or a kitchen timer.

Ask the child to predict how long different activities will take, then time them: "How long do you think it takes to draw a smiley face?" (try it - probably about 10 seconds), "How long does it take to run to the letterbox and back?" (maybe 30 seconds), "How long does it take to build a tower of 10 blocks?" (perhaps 1 minute). After each activity, talk about whether it was "longer" or "shorter" than they expected. Introduce the concept that some things take seconds (very quick), some take minutes (a bit longer), and some take hours (much longer). Ask: "Does eating breakfast take seconds, minutes, or hours?" (minutes), "Does sleeping at night take seconds, minutes, or hours?" (hours), "Does blinking take seconds, minutes, or hours?" (seconds - it's super quick!).

For the cave painting art, explain that thousands and thousands of years ago, before paper was invented, people painted on the walls of caves. They used earth colours - browns, reds, oranges, and yellows - made from dirt and rocks. They painted animals they saw and hunted, like horses, deer, and their handprints. Use brown paper, cardboard, or paper grocery bags as your "cave wall."

Mix paints in earth tones (brown, terracotta, ochre yellow, black) or use brown and red crayons. Have the child draw simple animals like the cave people did - stick-figure style horses, kangaroos, or fish. They can also trace their hand and colour it in as a "handprint" just like real cave paintings. Crumple the paper slightly before painting to give it a rough, rocky texture.

EXTENSION ACTIVITY

Create a simple timeline of the child's day using drawings. Fold a piece of paper into three sections labelled "Morning," "Afternoon," and "Night." In each section, draw one thing that happens at that time (breakfast, playing, sleeping).

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Page 9 of 11

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Page 10 of 11

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Page 11 of 11

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