A young boy with dark hair, wearing a blue long-sleeved shirt, is smiling and holding a blue and yellow geometric shape (a pyramid or cone) in his right hand. He is looking towards the camera. In the background, other children are visible, including one with a blonde braid and another in a pink shirt. A silver water bottle is on the right side of the frame.

Fletcher Reid Pipe's Learning Guide D.O.B 21/01/2012

Reference to use during
Fletcher's Home Education
Journey
Used as part of his
Exemption Application 2017

SECTION 1 INFORMATION

Full Legal Name: FLETCHER REID PIPE

Gender: MALE

D.O.B: 21/01/2012

Ethnicity: NZ EUROPEAN & BRITISH

Address: 289 KENNEDY ROAD
ONEKAWA
NAPIER
4110

Postal address: SAME AS ABOVE

School Details: HAS NEVER ENROLLED

Present Year Level: NEW ENTRANT – YEAR 1

HOME EDUCATION HAS STARTED.

EXEMPTION REQUIRED FROM 21TH JAN 2017

HE ATTENDED WYCLIFFE NGA TAMARIKI KINDERGARTEN UNTIL
NOV 2016

His Brother's Exemption ID is HS 17573

PARENT DETAILS

Full Legal Name: AMANDA JANE PIPE
DAMIAN MARTIN PIPE

Relationship: MOTHER & FATHER

Contact Phone Number: 021 246 4244

Email: ajpipe@aj-pipe.com

DECLARATION

I have not received any help in the writing of this application.

I confirm that the information in this form is true and accurate.

I give permission to Ministry of Education to access educational information about the applicant for administration, statistical and research purposes.

Signed



Mrs A Pipe

08/05/2017

CONTENT

- | | |
|---|---------------------|
| 1. Introduction & Ethos | <u>Approach</u> |
| 2. Comprehension - evidence | |
| 3. Creativity - evidence | |
| 4. Independence – evidence | |
| 5. Reading - evidence | <u>Curriculum</u> |
| 6. Organising - evidence | |
| 7. Practical Mathematics – evidence | |
| 8. Basic Grammar - evidence | |
| 9. Science - evidence | |
| 10. Functioning in Society - evidence | |
| 11. Typical Day | |
| 12. A Week Plan | <u>'As well as'</u> |
| 13. Educational Visits Done and Planned | |
| 14. In Detail Topic | |
| 15. Conclusion | |

INTRODUCTION & *ETHOS*

With his elder brother already successfully being Home Educated, Fletcher chose to be Home Educated too. He stopped attending Kindergarten and became part of the growing Home Ed community here in Hawke's Bay.

There is such a great community that all issues of socialisation are null in void. Pulling resources and becoming active in group activities means life long friendships are being formed.

Fletcher seems to engage most with practical activities that he has chosen. He loves science and wants to be "a Scientist when I'm older."

The overall approach is an eclectic one with a focus on what works best for Fletcher. Natural learning with encouragement and opportunity to develop. To grow in skills and confidence.

Every child is different and the key is to provide opportunities to support their natural life long love of learning.

COMPREHENSION

Aim (Years 1-3 goals):

- Expanding his vocabulary .
- Creative thinking and problem solving

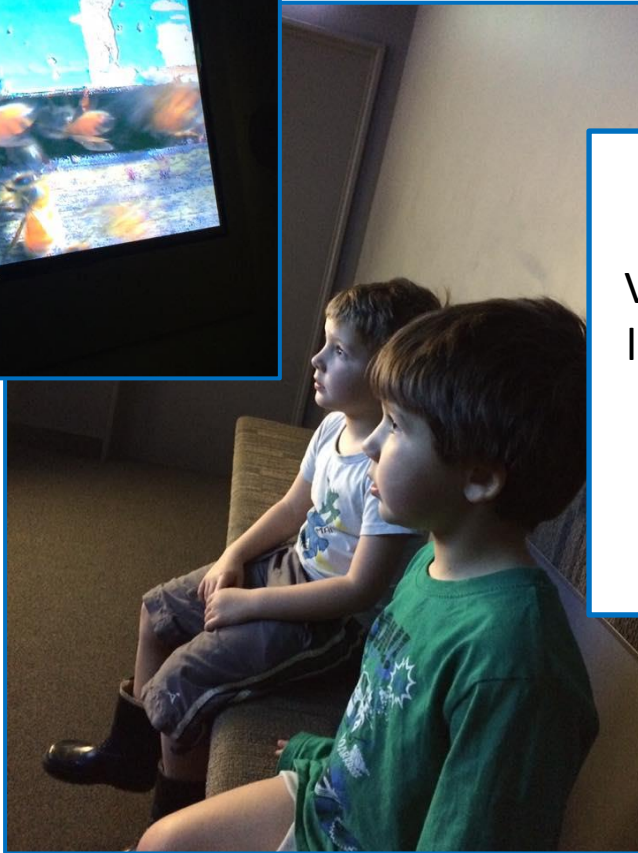
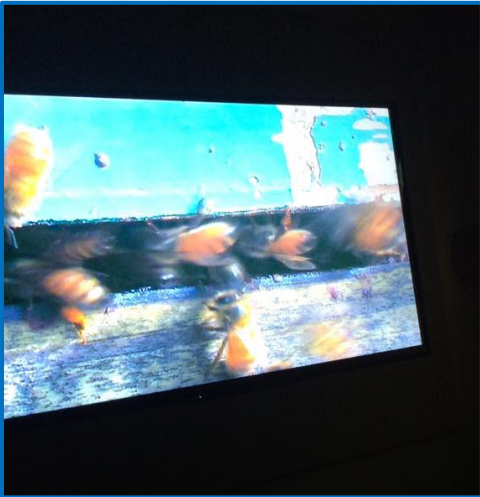
How:

- Writing about his day
- Exploring a wide variety of mediums
- Working 1:1 and along side others
- Imitating
- Practical activities
- Following instructions
- Being listened to

Resources:

- A Piano, Keyboard, Guitars etc. Choir (starting up next term)
- Learning Tablet – internet access
- Library – visited weekly
- Excursions to explore
- HB Home Educators

EVIDENCE



Visit to Arataki Honey,
learning all about bee
hives and who does
what job.

CREATIVITY

Aim:

- Coming up with his own ideas
- Thinking logically, linearly and laterally
- Making up his own stories
- Expressing emotion through a variety of mediums

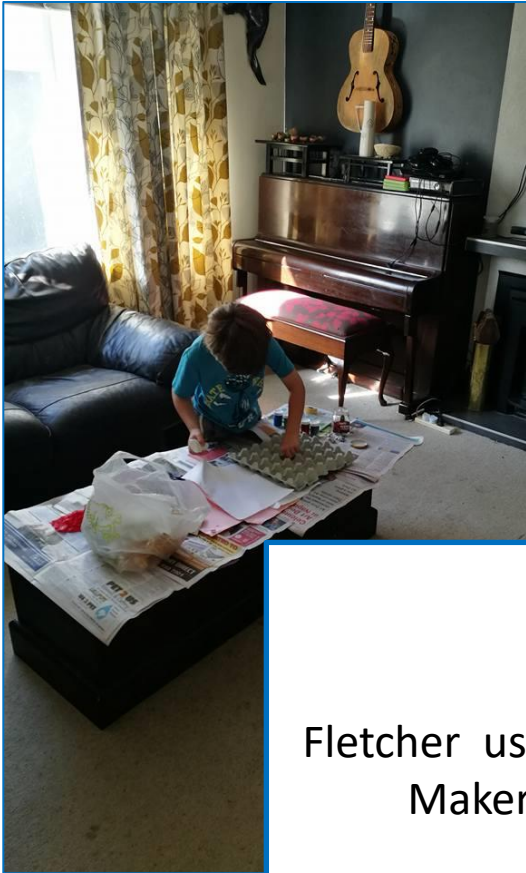
How:

- Telling his own stories
- Being asked “ How would you do that?”
- Making and creative time – space and resources to explore his creativity
- Problem Solving

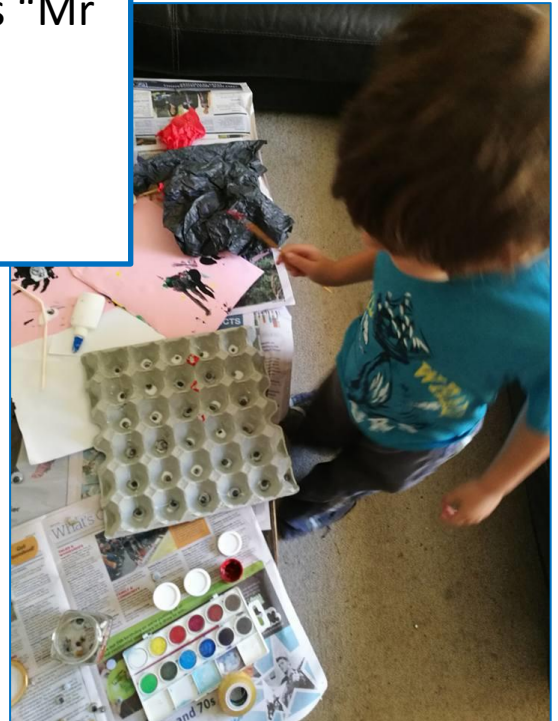
Resources:

- Art materials
- Sewing equipment
- iPad for coding
- Instruments
- Wide outdoor environment

EVIDENCE



Fletcher using his “Mr
Maker Box”



INDEPENDENCE

Aim:

- Confidence to try things himself
- Being able to do the basics of self care unaided
- Being able to help look after others
- Making good choices for learning
- Learning about healthy eating
- Being able to communicate with others
- Self risk assessing

How:

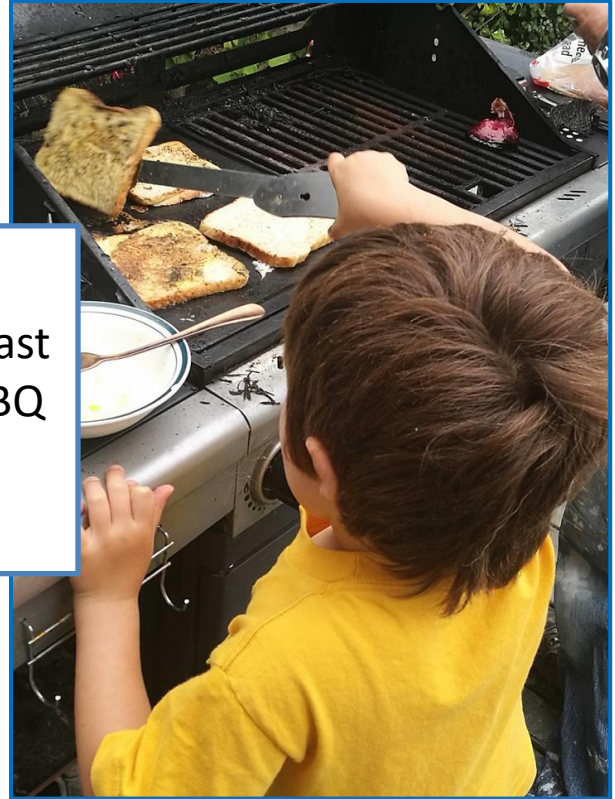
- Anything he can do for himself, he is encouraged to do for himself
- Showing him new skills regularly and encouraging him to try independently first
- Open up the world of unlimited answers and resources to draw his own conclusions
- Meet with other Home Ed families so he can form attachments and friendships independent of me
- Meditation to manage his own thoughts, feelings and emotions.

Resources:

- His own note books, recipes, how tos (www.fletcherpipe.com is saved for him to fill and access when he is ready)
- Journaling thoughts and feelings.
- Yoga
- Calm music
- Guided meditation and breathing
- The internet & Library

EVIDENCE

Making his own breakfast
“eggy bread” on the BBQ
(Dad supervising)



Getting himself ready for a
‘VERY VICTORIAN
CHRISTMAS’ at the MTG
December 2016

READING

Aim:

- To be able to read around a subject independently
- To improve his understanding
- Confidence in public speaking

How:

- Continue with sight words & phonic sounds
- Reading books, instructions, poems, research from on-line sources, library
- Use recording equipment so he can see & hear himself
- Drama Classes
- Writing and reading out his own work
- Reading out loud and to himself
- Use questions at back of the Oxford books to prompt conversation

Resources:

- Library
- Instruction Games
- Phone (recording equipment)
- Reading Eggs

EVIDENCE



Having a Look around Taradale Library before Games Club.

Reading and writing in the home office with Dad.



ORGANISATION

Aim:

- Make life easier, knowing where, cloths, resources, toys are
- Putting things in logical places
- Returning stuff to its correct place so everyone can locate what they need
- Finding easier/better ways to do things
- Gathering data, drawing conclusions and implementing action based on that data.

How:

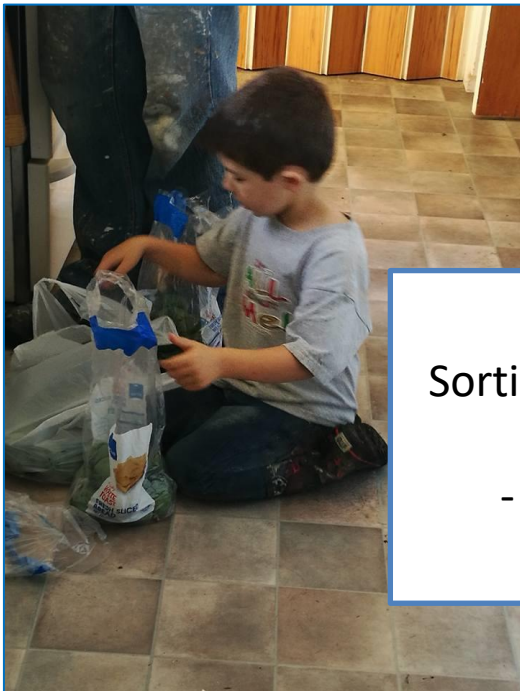
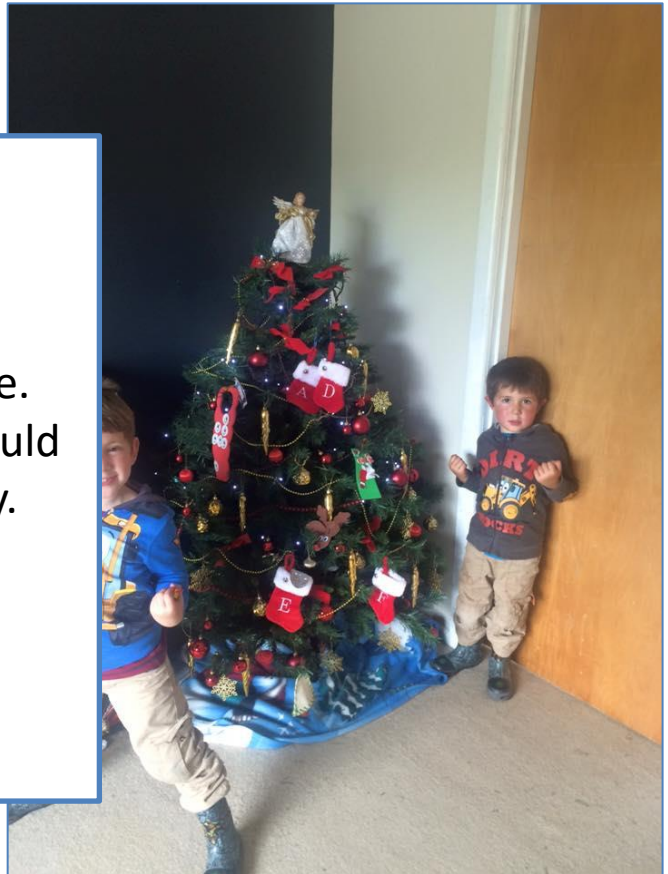
- Start the day with a plan/routine review
- Draw conclusions from data
- Discussing where things live and why
- Letting him organise his own space

Resources:

- Labels
- Tracking apps
- Spread sheets
- www.ethanpipe.com
- Managing his own diary

EVIDENCE

Decorating the tree.
Discussing what should
go where and why.
- 1st Dec 2015



Sorting out his Feijoa's
to sell.
- 2nd April 2017

PRACTICAL MATHEMATICS

Aim:

- Understanding money and its values
- Continuing his understanding of time, both digital & analogy, watches and clocks
- Measurements and angles
- Shapes & descriptions (large, small, heavy, size)
- Using a calculator
- Times Table Square
- Patterns
- Adding and Subtracting

How:

- Shopping
- Cooking
- Data collection
- Earning money
- Researching his interest i.e. which is the biggest dinosaur?

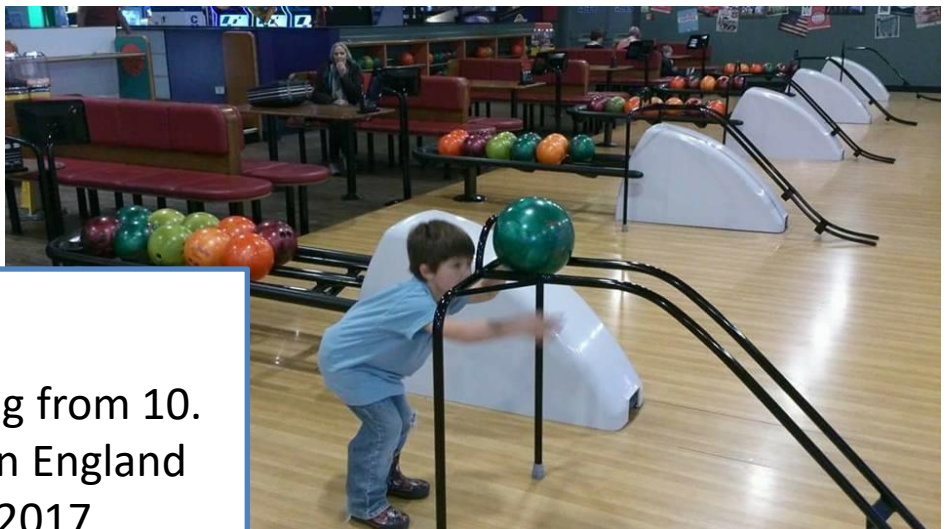
Resources:

- Lego
- On-line programs
- Calculator
- Ruler
- Building with Daddy

EVIDENCE



Daffodil Picking
(Counting to 30)
Sept 2016



Subtracting from 10.
Bowling in England
Feb 2017

BASIC GRAMMAR & SPELLING

Aim:

- Understanding punctuation
- Using the correct their, there, they're etc.
- Capitals
- Noun, pronoun, verb, adverb, adjective
- Prefix and suffix
- Sentence structure

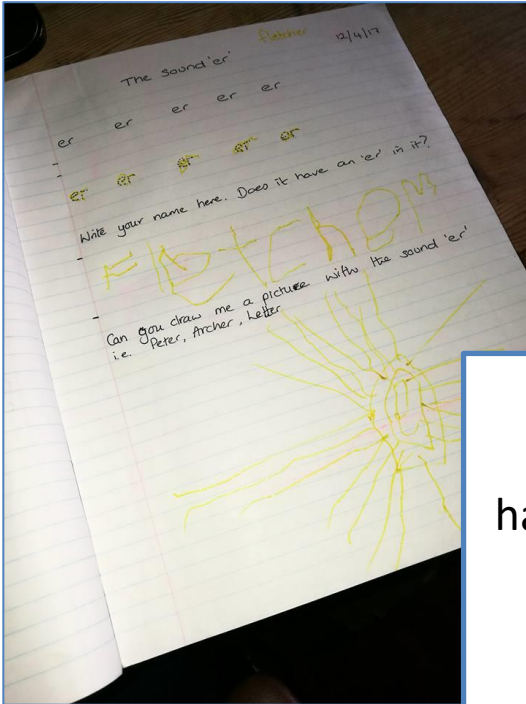
How:

- Use of dictionary and thesaurus
- Finding out the sources/origins of words
- Spelling – learning 5 new words a week
- Writing poems , stories, letters, emails, blogs, forming thoughts and opinions , persuasive writing
- Journaling
- Diary
- He is encouraged to write a sentence on each picture he does along with his name and the date

Resources:

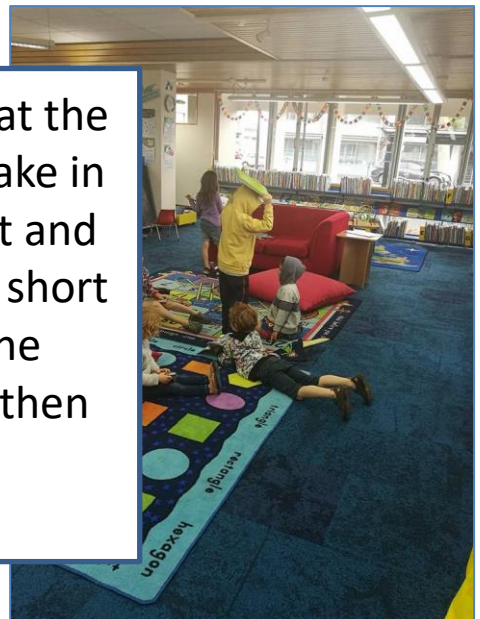
- Journal
- Dictionary
- Web – sources

EVIDENCE



Daily Activity of
handwriting coupled with
letter identification.
April 2017

Monthly Book Club at the
Library. They each take in
a book to talk about and
listen to poems and short
stories read by the
Liberian which are then
discussed.
April 2017



SCIENCE

Aim:

- Understanding of himself – How his body works, what it's made of, what he needs to survive, first aid
- Understanding of his environment and the impact we have on it – Making energy, water cycle, recycling, plant growth
- Basic chemistry – used in cooking for example
- How computers /internet works (radio waves/light waves)
- Science history – How it changes with new information
- Physics
- Earth & the animal kingdom

How:

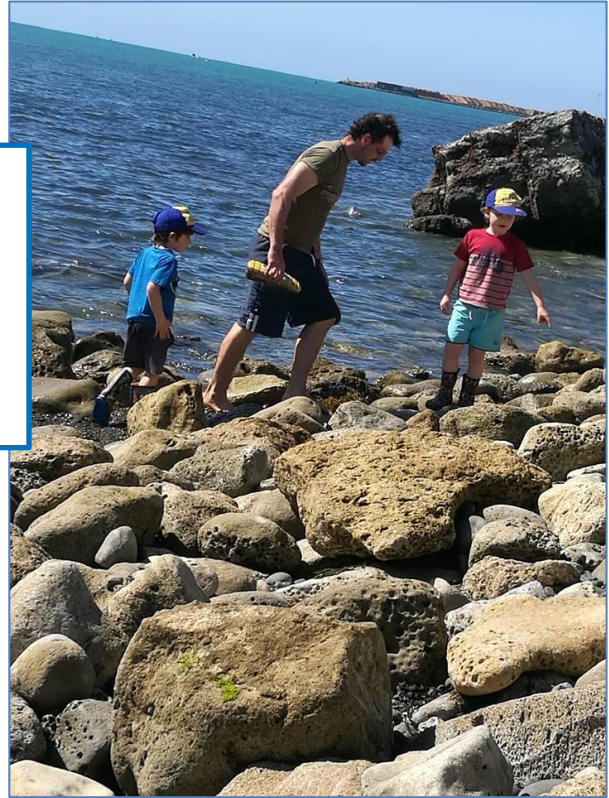
- Practical experiments
- Looking at the scientific process including aims, hypotheses, equipment, the method, theory, results, conclusions. Learning to consider changes for future improvements.

Resources:

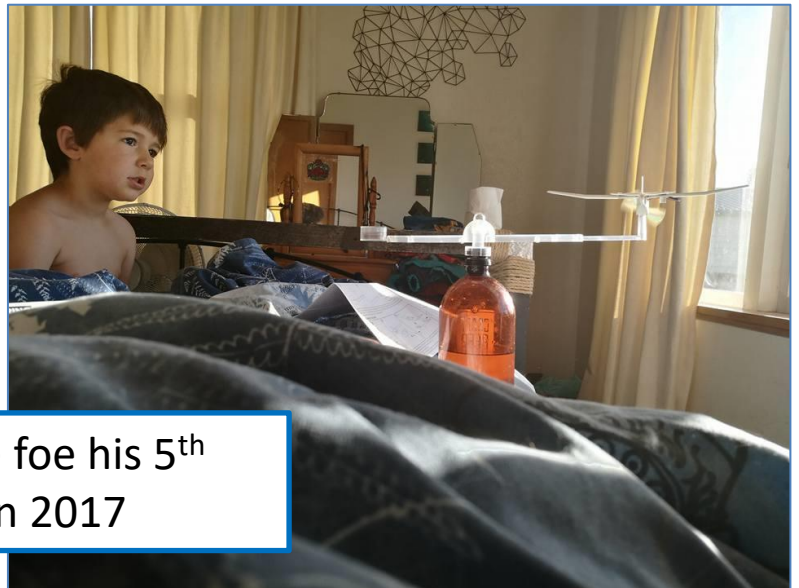
- Online programs
- Body models
- Microscope
- Telescope
- Aquarium

EVIDENCE

Looking for crabs in
the local rock pools
Feb 2017



Making
bubbles -15th
Nov 2015



Sola Powered plane for his 5th
Birthday 21st Jan 2017

FUNCTIONING IN SOCIETY

Aim:

- Treating people the way you want to be treated
- Kindness and compassion
- Understanding that others think and are taught differently
- Manners
- Consider cultural diversity
- Saying when something isn't right
- Honesty & integrity

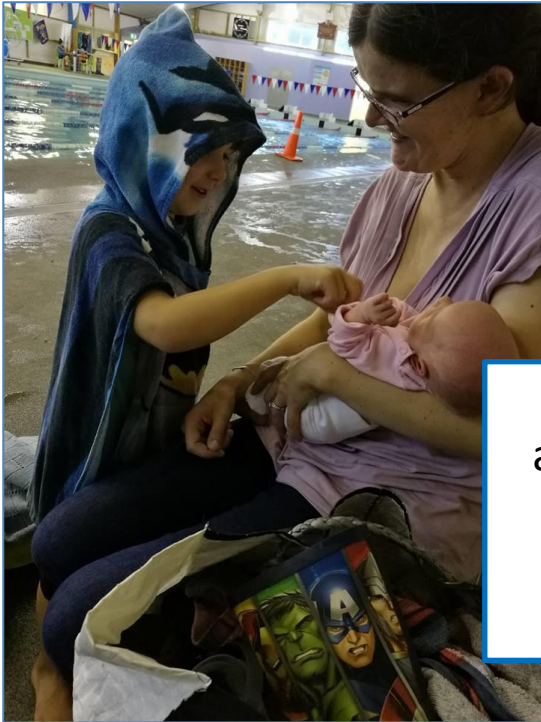
How:

- Lead by example
- Provide opportunities to observe and discuss
- Allow to draw own conclusions

Resources:

- Show how others live - documentaries/ visits/ first hand experiences
- Being part of a Home Education group
- Skype
- Library
- Out and about in Hawke's Bay

EVIDENCE



Meeting the newest addition to the Home Ed Community after swimming lessons. March 2017



Helping to build an Earth wall at The Edible Garden Show March 2017

TYPICAL DAY

Between 6 am and 8 am up and breakfast

9 am Writing

9.30 am Feijoa Pick and Bag

9.45 am Source research material for what he has chosen to focus on

10 am Read about subject

10.15 am Tells me all about what he has looked up.

10.50 am Maths – focused on currency at present as he is making a \$1 a bag from his Feijoa picking

12 noon We make lunch together

1 pm He loves exploring the garden for mini beasts and “being a Scientist”

2.15 pm either out with Home Ed friends or swimming for as long as he wants or until Dad is home .

The learning doesn't normally stop there.

They read a book of their choice before bed and have a story read to them every night.



A WEEK PLAN

	AM 1	AM 2	PM 1	PM 2	EVENING
MON	Writing	Library	Independent Learning (IL)	Math found in Nature	Reading
TUE	Writing	Choir	IL	Art & Craft	Reading
WED	Morning at Friends House	Morning at Friends House	Games Club @ Hastings Library	Practical Math	Reading
THUR	Practical Math	Writing	Friends at our house	Friends at our house	Reading
FRI	Writing	IL	Swimming	Swimming Lesson	Mine Craft Club
SAT	Skype English Family	Making with Dad	Pottery Wooden Toys, Bonsai	Bike Park	Reading
SUN	Late Start	Family Day	Normally Gardening	Visiting Grandparents	Reading

EDUCATIONAL VISITS DONE & PLANNED

✓ THE NATIONAL
AQUARIUM

✓ ARITAKI HONEY

✓ NAPIER LIBRARY

✓ AHURIRI ROCK POOLS

✓ BOTANICAL GARDENS

✓ SWIMMING

✓ HOME ED. CAMP
Summer

✓ CAPE KIDNAPPERS

✓ FARM ZOO

✓ HOT WATER BEACH
Coromandle

✓ TA MATA PEAK / RED
WOODS

✓ GEO CACHE

✓ THE FARADAY CENTRE

HOME ED. CAMP Winter -
JUNE

✓ THE KIWI CREACHE –
ANZAC Day

PICK YOUR OWN FRUIT & VEG

TE PAPA

NAPIER PORT / BLUFF HILL
LOOK OUT

CHRISTCHURCH

IN DETAIL TOPIC

The Science of Cooking

This is an on going subject. Fletcher really enjoys science and being independent so he takes every opportunity to get involved in cooking.

We discuss how heat changes food i.e. an egg being made solid from heat – Further exploration will include what is happening when you whip eggs

Areas of learning that this subject covers (from the curriculum set out in this document):

- ✓ Comprehension – Expanding his knowledge and understanding by introducing new words to his vocabulary, grounding them through cooking practice.
- ✓ **Creativity** – Today he made a honey and fresh rosemary warm bread in the microwave. He picked the rosemary fresh from the garden, tried it. Liked it. Thought he'd add it to his cooking.
- ✓ **Independence** – He created the above unaided, including using the microwave .
- ✓ Looking at recipes encourages his Reading

IN DETAIL TOPIC Continued

- ✓ **Organisation** – Storing food correctly to avoid germs, cross contamination and pests.
- ✓ **Basic Practical Mathematics** – Weighing ingredients, setting timers, recognising that numbers applied have tangible value.
- ✓ **Science** – Changing the composition of food through heating and engaging the senses (sight, smell and touch). This led to a discussion on senses including the sense of balance which doesn't quite fit into either touch or hearing (of the 5 senses I was taught). There will be more investigation into this.
- ✓ **Functioning in Society** – He made this honey bread for me for my lunch as he knew I was working on the computer over lunch today. Showing kindness and compassion completely unprompted.

All subjects covered in green were from cooking today. The rest are from other cooking sessions of which he does 4/5 times a week.

CONCLUSION

Fletcher is really enjoying being able to talk through ideas, make them real and work 1:1 with his Dad. Our approach is child lead topics which hold his interest and foster his lifelong love of learning. Taken at his own pace with no pressure inline with our natural learning beliefs.

Key areas of learning will be weaved into each topic so he gets an education that will allow him to turn his hand to any challenge, be able to think critically and draw his own conclusions.

Evidence will be collected throughout so if he ever wants to join a school environment he will have a portfolio to show.

As with all plans, there will be continual development throughout.

We are intending to home educate all our children as long as it works for us and them.

Thank you for taking time to read our learning guide for Fletcher's school exemption.

Mrs Amanda Pipe & Mr Damian Pipe