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# Our Academic Building Blocks

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A framework for home education — from the early years to 14+

- **0–7**      The Building Block Years

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- **7–11**      The Foundation Years

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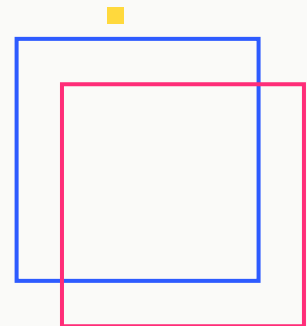
- **11–14**      The Discovery Years

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- **14+**      The Application Years

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This document is for your records, not for anyone else's. Use it at the start of each new stage to set your intentions, note what you know about this child, and think through what you want to build toward. Return to it at the end of the stage and see what changed.



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# 0–7

YEARS

## The Building Block Years

Books, play, curiosity. The foundations everything else is built on.

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These are the years when children learn how to learn. Reading, writing, basic numeracy — but more than that, a love of stories, a sense of wonder, and the confidence to explore. There is no rush. Children who are given time to play and discover in these years carry that curiosity with them for life.

Child's name

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### ■ What are we focusing on in these years?

eg. learning to read at their own pace, number sense, lots of books, creative play, being outside...

### ■ What does learning look like day to day at this stage?

eg. short lessons, reading aloud together, hands-on activities, following their interests...

### ■ What is this child naturally drawn to — what lights them up?

This is curriculum information. Note it and come back to it.

### ■ What do I want them to have in place by the end of this stage?

Not a checklist — a feeling. Confident? Curious? Loving books? Comfortable with numbers?

# 7-11

YEARS

## The Foundation Years

Building the academic toolkit — one subject at a time.

Core subjects take shape here — maths, English, science, history, languages. Not because a timetable demands it, but because these are the tools they'll use for everything that comes next. The goal isn't to cover everything. It's to build confidence and genuine understanding in the subjects that matter most to this child.

Child's name

### What are our non-negotiable core subjects at this stage?

eg. maths daily, reading and writing, one foreign language, science...

### What does a typical week look like right now?

Loose structure is fine — just capture what's actually happening...

### Where is this child excelling? What comes easily to them?

Note strengths here — these will shape the Discovery Years ahead.

### What do I want them to have in place by the end of this stage?

eg. solid reading confidence, basic maths fluency, a subject or topic they genuinely love...

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# 11–14 The Discovery Years

YEARS

They have the tools. Now let them use them.

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These are the years to explore widely and discover what they're actually interested in. Academic rigour matters, but so does following a thread of genuine curiosity wherever it leads. A child who spends these years discovering what they love will arrive at 14+ with far more motivation than one who simply covered a curriculum.

Child's name

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## ■ What subjects or topics are they genuinely interested in right now?

Don't filter for 'academic enough' – all interests lead somewhere.

## ■ How much autonomy do they have over what they study, and how is that working?

eg. weekly folders, self-directed projects, a mix of structured and free study...

## ■ What are their emerging academic strengths? What are they proud of?

These are signals for what comes next.

## ■ What do I want them to have in place by the end of this stage?

eg. a sense of their own interests, strong study skills, confidence as a self-directed learner...

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# 14+

YEARS

## The Application Years

Bringing it all together — on their terms.

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This is where the building blocks stack into something tangible. Qualifications, pathways, next steps. But also: who they are as a learner, what they want from their education, and what kind of future they're building toward. These years work best when the young person is a genuine partner in planning them.

Child's name

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### What qualifications or pathways are we considering, and why?

eg. GCSEs, IGCSEs, Functional Skills, BTECs, A-Levels, IB, college, apprenticeship...

### What does this young person want? What are they working toward?

Their voice matters most here. What have they told you they want from their education?

### What support do they need from me — and what do they need me to step back from?

The balance between parent and teacher shifts here. Note where the tension is.

### What does success look like at the end of this stage — as they define it?

Not your definition. Theirs. What would make them proud?