GOOD TEACHING
Curriculum Mapping and Planning
Planning for Learning
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Supporting professional learning

Our Learners First Strategy aims to develop successful, skilled and innovative Tasmanians. Its values include learning and excellence so that Tasmanians are engaged in positive, productive and supported learning experiences, and have high expectations and a strong commitment to the pursuit of excellence.

This resource has been developed for teachers participating in Professional Learning Institute programs, but also more generally is intended to be a practical support resource for all teachers. It also informs the work of school leaders as they implement school improvement plans and support quality teaching practices.

It is part of a suite of resources that includes:

- Good Teaching: A Guide for Staff Discussion
- Good Teaching: Differentiated Classroom Practice – Learning for All
- Good Teaching: Curriculum Mapping and Planning – Planning for Learning
- Good Teaching: Quality Assessment Practices – Guiding Learning
- The accompanying videos

It should also be used in conjunction with:

Supporting Literacy and Numeracy Success which provides teachers with strategies for improving literacy and numeracy outcomes as they plan using curriculum documents.

Respectful Schools: Respectful Behaviour which highlights the importance of providing safe and supportive environments as a vital part of quality teaching and learning.

Practical examples are provided using the following identifiers:

- Template
- Good Practice
- Video
- Tool
Supporting school improvement and quality teaching

The Department of Education’s Learners First Strategy outlines the department’s Key Drivers and Priorities including a clear focus on quality teaching and learning as it works to build great schools.

This resource supports schools as they use the National School Improvement Tool. While the document is a useful standalone resource for teachers, its messages will be more powerful if it is incorporated into whole school planning practices. For example, principals may use it to inform Performance and Development Plan (PDP) conversations. It aligns with the Australian Professional Standards for Teachers – Tasmania (Department of Education 2013) and links to these standards are included.

Video resources have been developed to accompany the print resources and will increasingly incorporate examples of teacher practice. The latest version of this resource is available online at: https://www.education.tas.gov.au/intranet/Pages/home.aspx.

Note to school leaders – supporting school improvement

Curriculum planning and mapping are referred to in Domain 6 of the National School Improvement Tool (Department of Education, Employment and Workplace Relations 2013):

- Domain 6 – Systematic curriculum delivery

This domain specifies that the school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations, and that the plan has been developed with reference to relevant curriculum documents.

Further detail can be found by viewing the National School Improvement Tool at: http://docs.education.gov.au/system/files/doc/other/improvementtoolv2.pdf.

Professional standards for teachers

The Australian Professional Standards for Teachers – Tasmania outline the importance of planning in Standard 3 – Plan for and implement effective teaching and learning.

When working towards this standard, teachers could:

- Annotate a year level plan to indicate what was effective and reflect on any changes that are required for future teaching and learning.
- Explain the processes used to plan a unit of work.
- Provide evidence of how units and lessons have been collaboratively planned and evaluated.

There are many valuable resources to support teachers in understanding and using the professional standards on the Australian Institute for Teaching and School Leadership (AITSL) website: http://www.teacherstandards.aitsl.edu.au/.
Planning for learning

Our **Learners First Strategy** aims to provide bright beginnings and to build great schools and great communities. Our department is committed to continued support for staff, including support with understanding the curriculum and professional learning support (*Learners First 2014/17*).

Curriculum mapping and planning is a way of developing a systematic overview of what students need to learn. It provides an opportunity to evaluate current practice and fosters communication among teachers at all levels and across a range of subjects.

Curriculum mapping and planning:
- Enables a better understanding of how to build on what students already know.
- Minimises gaps and repetition in the way a school delivers the curriculum.
- Enables identification of integration points across learning areas.
- Assists with planning for diversity and differentiation.

Curriculum mapping and planning brings together curriculum, assessment and pedagogy. It considers the ‘what’ and ‘how’ of teaching and learning.

Being clear about what we want students to ‘know’, ‘understand’ and ‘be able to do’, and deciding on the strategies we will use to support learning is key to student success.

Good teachers:
- Know their students and where they are in their learning.
- Know the curriculum and its intended outcomes.
- Consider what evidence will demonstrate student understanding.
- Decide how the evidence of learning will be collected.

This resource describes processes that schools and individual teachers can use to move from curriculum frameworks to classroom action. It provides guidance for planning directly from curriculum documents. Specific examples are provided for *Australian Curriculum: English* and *Mathematics*. 
Different levels of planning

Planning is vital:
- For management of the curriculum.
- To make teaching relevant to the context of the learner.
- As a platform for professional conversations with colleagues.

Planning in Launching to Learning programs and Kindergartens is informed by Belonging, Being and Becoming: The Early Years Learning Framework (EYLF). The Australian Curriculum scope and sequence documents underpin planning at each level from Prep to Year 10; whole school, year, unit and lesson. Planning in Years 11 and 12 is informed by accredited senior secondary courses and nationally accredited VET courses.

- **Whole school level planning**
  At this level, the scope and sequence is used to map the curriculum across the school over all four school terms. It is usually done at a whole school level and should be available to students and parents.

- **Year level planning**
  At this level, the scope and sequence is used to map curriculum coverage and concept development for a particular year level over all four terms. It is usually done at grade or team level.

- **Unit level planning**
  At this level, the scope and sequence is used to plan a sequence of lessons with a specific focus. Assessment tasks are designed at the beginning of the planning process and differentiation strategies are included.

- **Lesson planning**
  At this level, the scope and sequence is used to plan an individual lesson. The plan addresses an identified need or specific aspect of the curriculum. Attention is given to the needs of learners and to the explicit teaching strategies that will be used.

The Australian Curriculum scope and sequence charts

These documents outline the progressive development of concepts and big ideas within each learning area. They map content descriptors across every year level. They need to be viewed alongside the year level achievement standards.

http://www.australiancurriculum.edu.au

Finding the Australian Curriculum scope and sequence charts

Every Australian Curriculum learning area includes a scope and sequence document. A link can be found by clicking on the overview header on the left hand side of the page.

Curriculum planning and mapping
Managing the curriculum

Effective management of the curriculum enables a school to monitor the coverage, continuity and development of knowledge, understanding and skills across the years of schooling. It is informed by school and classroom level data provided through systems such as ed, the Student Support System, the NAPLAN Toolkit and DocPoint.

It will provide a systematic approach to covering desired learning outcomes and curriculum content across the school for each year level in a coherent and consistent way. It is core business that ensures quality that can be easily distinguished, reported and evaluated.

**A coherent school curriculum plan:**
- Puts the learner first and supports curriculum content and sound pedagogy;
- Is aligned to system priorities and expectations and allows for delivery of all learning areas;
- Is well organised and deliberately designed to promote high expectations for student learning;
- Is supported by school structures, timetables, staffing and classroom organisation;
- Is aligned to the relevant curriculum documents; is free of gaps and avoids unnecessary repetition;
- Meets the need of every student at every stage of learning;
- Allows for student growth and development across the years of schooling;
- Provides for student diversity across the school and in the classroom (See Good Teaching: Differentiated Classroom Practice).

Managing the curriculum is not something that is done by school leaders in isolation. It is an active process that involves collegial participation by every member of the teaching staff in an ongoing process of design, evaluation and review.

**Effective leaders** establish the context for planning based on system priorities, community expectations and staff capacity and expertise.

**Good teachers** bring their knowledge of the curriculum, pedagogy and, most importantly, their students to the process.

Curriculum Integration

The primary purpose of curriculum integration is to help students to make meaning across learning areas.

An integrated curriculum can also make delivery more manageable for teachers. When planning, teachers are encouraged to identify integration points including big ideas and key concepts across learning areas and year levels.

Connections can be made across learning areas; for example within science and geography. They can also be made within a single learning area; for example, across strands in the Year 7 English curriculum.

Looking for opportunities to integrate the curriculum can help to engage students by allowing teachers to focus on depth of understanding. It can also help teachers to provide a differentiated curriculum more suited to the needs of every student. (See Good Teaching: Differentiated Classroom Practice).

Multi-Age Grouping

Multi-age groupings may include vertical groupings in high schools and composite classes in primary and middle school contexts. These forms of grouping are used widely to allow greater flexibility with delivery of the curriculum and for developmental reasons.

There are many benefits in the school context for grouping students flexibly. There is also a risk of omission or repetition of curriculum content for a particular student or group of students.

A whole school plan and year level maps that identify the scope and sequence of learning will help to deliver the curriculum equitably across multi-age classes.

There may be various approaches to planning for students in multi-age classes. It is strongly recommended that within the planning processes backward mapping from the achievement standards is included. (See Good Teaching: Quality Assessment Practices) Backward mapping will ensure that student learning can be assessed at the appropriate year level. In a composite Year 5–6 class, for example, a common topic such as ‘understanding and working with fractions’ can be aligned to the Year 5 achievement standard for Year 5 students and to the Year 6 achievement standard for Year 6 students.
GOOD TEACHING: Curriculum Mapping and Planning – Planning for Learning

USING THE SCOPE AND SEQUENCE TO INFORM WHOLE SCHOOL LEVEL PLANNING

Our Values
Learning: Tasmanians are engaged in positive, productive and supported learning experiences; and encouraged towards lifelong learning. (Learners First 2014/17)

Key message
At the whole school level, the Australian Curriculum scope and sequence describes the curriculum content over four school terms. Having a curriculum provision clearly documented makes explicit to everyone in the school community what teachers will teach, what students will learn and when it will happen. It is most effective when it is monitored to ensure continuity and progression of learning across the years of schooling (Department of Education, Employment and Workplace Relations 2013).

Explanation
Whole school planning involves:
• Looking at the Australian Curriculum scope and sequence for each learning area.
• Making decisions about teaching and learning in relation to system priorities, school vision and context.
• Being clear about what is expected by the end of the year in relation to student learning outcomes.
• Using school level data to determine a focus and inform teaching and learning decisions.
• Working as a whole staff to understand the increasing sophistication of expectations across the years of schooling.
• Planning for the progressive development of concepts and big ideas across the whole school.
• Avoiding unnecessary repetition of content or topics over the years of schooling.
• Knowing how learning is sequenced and developed within and across year levels.
• Aligning teaching, learning and assessment within the timeframe for reporting.

Effective leaders:
• Work with their staff to develop a shared understanding of the Australian Curriculum scope and sequence and achievement standards.
• Ensure there is explicit, coherent and sequenced curriculum delivery across the whole school.
• Work to align the curriculum with assessment, pedagogy and reporting.
• Examine student data to determine explicit and clear school-wide targets.
• Include curriculum mapping and planning in personal development plan (PDP) discussions.
• Make time to work with their staff to develop a common understanding around the curriculum.
• Organise professional learning to progress development of key concepts, big ideas and principles within learning areas.
• Foster a shared vision around curriculum delivery with staff, parents and the wider community.

Good teachers:
• Are familiar with the Australian Curriculum scope and sequence and achievement standard for each learning area they teach.
• Use student data to identify areas for explicit focus for their students.
• Consider ways to integrate the curriculum across and within learning areas.
• Review whole school plans, providing feedback to the leadership team.
• Ensure that teaching and learning aligns with school priorities.
• Understand how learning is sequenced and develops across the years of schooling.
• Know the key concepts, big ideas and expected learning outcomes of the learning areas that they teach.
## Practical Examples

### A whole school plan for English


<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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<tbody>
<tr>
<td><strong>Exemplar unit: Playing with words</strong>&lt;br&gt;Students interpret poetry and experiment with deliberate wordplay to create an emotional response, including the use of nonsense words, spoonerisms, neologisms and puns. Texts will include Australian literature.&lt;br&gt;Students create a multimodal imaginative poetry performance.&lt;br&gt;Students create a written analysis of the language of feeling, range of devices and word play in a poem.</td>
<td><strong>Exploring informative texts</strong>&lt;br&gt;Students investigate and interpret the technical language of informative texts, including online and multimodal texts.&lt;br&gt;Students explore and review a range of instructive and procedural texts used in everyday life, including print, digital and online texts.&lt;br&gt;Students create a short report on the language and features of informative texts.</td>
<td><strong>Telling stories</strong>&lt;br&gt;Students investigate and engage with the language, structure and purpose of storytelling, including stories from the past and from other cultures.&lt;br&gt;Students listen to, read and view oral narrative traditions and contemporary literature of Aboriginal cultures and Torres Strait Islander cultures as well as histories and texts from and about Asia.&lt;br&gt;Students create a short imaginative narrative with a focus on descriptive writing.</td>
<td><strong>Persuading others</strong>&lt;br&gt;Students investigate and interpret the different ways persuasive language is used in nonfiction, film and multimodal texts.&lt;br&gt;Students build understanding for NAPLAN writing in Year 5.&lt;br&gt;Students listen to a persuasive speech to identify the key points and persuasive features. Students create a multimodal persuasive report that makes connections between two articles with similar ideas and identifies the key points, characteristic persuasive features and intended audience.</td>
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<tr>
<td><strong>Literary texts</strong>&lt;br&gt;Students explore and interpret interpersonal relationships and ethical dilemmas represented in literary texts, including film and digital texts.&lt;br&gt;Students discuss then create a multimodal review of their chosen text, considering how it conveys different perspectives about ethical dilemmas and their impact on interpersonal relationships.</td>
<td><strong>Navigating informative texts</strong>&lt;br&gt;Students listen to, read, view, interpret and evaluate a range of informative texts, including various types of media texts, newspapers, film, digital and nonfiction texts.&lt;br&gt;Students create an informative report using technical and content information about a topic of interest.&lt;br&gt;Students read a peer's informative report, interpreting and analysing it to provide feedback.</td>
<td><strong>Building on the aesthetic</strong>&lt;br&gt;Students understand, interpret, experiment and enjoy exploring sound devices and imagery, including simile, metaphor and personification in poetry; songs; anthems and odes.&lt;br&gt;Students create an imaginative poetry performance to adapt imaginative ideas and convey emotion.</td>
<td><strong>Exemplar unit: Relationships and problems in stories</strong>&lt;br&gt;Students explore a range of non-stereotypical characters and elaborated events, including flashbacks and shifts in time in junior and early adolescent novels.&lt;br&gt;Students create an imaginative narrative, which explores themes of interpersonal relationships and ethical dilemmas between two characters in real-world or fantasy settings.</td>
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<tr>
<td><strong>Investigating interpersonal relationships and ethical dilemmas in literature</strong>&lt;br&gt;Students describe complex sequences, a range of non-stereotypical characters, and elaborated events, including flashbacks and shifts in time.&lt;br&gt;Students explore themes of interpersonal relationships and ethical dilemmas within real world or fantasy settings.&lt;br&gt;Students analyse, discuss and create an imaginative narrative.</td>
<td><strong>Exemplar unit: Online news</strong>&lt;br&gt;Students develop their understanding of how online multimodal texts inform and persuade audiences through choice of language, structure and images.&lt;br&gt;Students analyse, discuss and create multimodal persuasive and informative texts, and contribute their texts to an online class news source.</td>
<td><strong>Looking at literature</strong>&lt;br&gt;Students listen to, read, view, interpret and evaluate contemporary spoken, written and multimodal films, digital texts, junior and early adolescent novels, dramatic performances and poetry, and compare them with texts from earlier times.</td>
<td><strong>Informative texts</strong>&lt;br&gt;Students analyse how informative texts supply technical and content information.&lt;br&gt;Students identify informative text structures, including chapters, headings and subheadings, tables of contents, indexes and glossaries, and language features including complex sentences, unfamiliar technical vocabulary and information presented in graphics.&lt;br&gt;Students discuss how information is presented in informative texts and create an analytical explanation on a topic of interest.</td>
</tr>
</tbody>
</table>
Persuading others: ways persuasive language is used in nonfiction, film and multimodal texts. Students explore a range of non-stereotypical informative texts. Students analyse how informative texts supply technical and content information. Students listen to a persuasive speech to investigate the cohesion of large presentations. Students create an imaginative narrative, which includes simile, metaphor and personification in poetry; songs; anthems and odes. Students create a multimodal persuasive report. Students listen to, read and view oral narrative traditions and contemporary literature of Aboriginal cultures and Torres Strait Islander cultures as well as histories and texts from and about Asia. Students investigate and interpret the technical and content information presented in graphics. Students create a written analysis of the imaginative narrative. Students discuss then create a multimodal poetry performance. Students read a peer’s informative report, interpreting and analysing it to provide feedback. Students discuss then create a multimodal poetry performance. Students discuss then create a multimodal poetry performance.
Planning a primary school year
All teachers in a primary school meet in Term 4 to plan their program for the following year. They bring along their year level planning for each learning area, which they have recorded on a sheet of paper. They attach the A3 sheets to a staffroom wall. Teachers review their planning based on teacher judgement, informed by quality data.

They consider:
- curriculum coverage
- unnecessary repetition
- multi-age classes
- opportunities for integration
- curriculum links to events on the school calendar e.g. ANZAC Day.

Recording the whole school program in a secondary school
After the teachers have worked in subject groups to develop their subject plan, the subject leaders for each year group come together to share their planning and identify any overlaps and opportunities for integration. For example:

- They align similar curriculum content from science and geography so that it is taught in the same term.
- English teachers plan to teach persuasive writing to complement work being done around historical perspective in history.

The subject leaders discuss changes with their teachers. An assistant principal arranges for the planning to be collated into a whole school document which is available on the school website to inform staff, parents, students and community members about curriculum in the school.

Planning in a district school
All staff in a district school with a Year 11 and 12 top meet prior to the end of the year. They bring along the relevant scope and sequence for their learning areas. The principal or curriculum leader also brings along the DoE curriculum implementation and reporting guidelines and a draft of expected student numbers and class configurations for the following year.

Staff identify strengths and challenges in terms of what can stay the same and what needs to change. They ask questions such as:

- What worked well when teaching my learning area this year?
- Will I be able to teach the curriculum the same way next year?
- What teams of teachers will be established in order to plan for comprehensive curriculum delivery and when will planning occur?
- Will some teachers share their expertise across primary and high school sections of the school?
- What areas of curriculum delivery are currently most problematic? How else might we find solutions?

Questions for reflection
1. How do we communicate the learning area requirements of the relevant curriculum documents?
2. How might we make our whole school planning processes more effective?
3. How will our school capture an overall picture of the curriculum that will be implemented at our school?
4. In what ways are we using data to inform our whole school planning and mapping processes?
5. How will we track curriculum content for students in multi-age classes?
6. How will we ensure that the whole curriculum is covered for learning areas where content is organised into two year bands?
7. How might we use our curriculum map to allocate resources and staffing?
8. How do we regularly review and evaluate our mapping processes?
GOOD TEACHING: Curriculum Mapping and Planning – Planning for Learning

USING THE SCOPE AND SEQUENCE TO INFORM YEAR LEVEL PLANNING

Our Values
Excellence: We have high expectations for our learners, and a strong commitment to the pursuit of excellence and innovation in our people, in our programs and in our resources. (Learners First 2014/17)

Key Message
The Australian Curriculum scope and sequence describes curriculum content and concept development for a particular year level. Having a year level plan helps teachers to be clear about the key learning goals. This ensures coherence between classes at the same year level and progression between year levels (including multi-age classes). Year level plans should align with the whole school plan and inform unit planning.

Explanation
Year level planning involves:
• Using the Australian Curriculum scope and sequence for a particular year level.
• Being clear about what is expected by the end of each year.
  For example, the Australian Curriculum achievement standards describe expectations for learning by the end of each year or band of years.
• Knowing the school level data and how it informs priorities.
  For example, the NAPLAN Toolkit, data from the Student Support System (SSS) and assessment data collected by the school.
• Listing the overall goals for the year level for each learning area.
• Planning for the progressive development of concepts over the year.
• Proposing a sequence of units and topics over the year.
• Suggesting a timing of the units and topics.
  For example, some units may be planned for four weeks, some for less time and some for more.
• Planning assessment strategies and developing a balanced assessment program.
• Considering the balance of curriculum over the four school terms.
  For example, the number strand has considerably more focus than other strands in the mathematics curriculum for the early primary years.
• Finding opportunities to connect learning.
  For example, a four week focus on measuring may address aspects of number and data collection and thus cover a number of connected concepts. Similarly, a theme based approach in English may help to combine the literacy, language and literature strand whilst allowing for both the receptive and productive modes to be addressed in the assessment tasks.
• Identifying opportunities to integrate different learning areas into one unit.
• Ensuring equity of learning for students in comparable classes.

Effective leaders
• Provide structures for year group and learning area curriculum discussions and documentation of plans.
• Provide feedback on programs of work for year levels.
• Create time for teachers to work together and to learn from each other’s practice.

Good teachers
• Work together with Australian Curriculum scope and sequence.
• Decide collaboratively how to support students in areas where the data indicates needs.
• Choose contexts that are relevant and engaging to their student cohort.
• Identify opportunities to integrate learning areas in the units they develop.
### Practical examples

#### Sample year level plan
This extract shows Year 5 mathematics. The full version can be viewed at [http://www.qsa.qld.edu.au/downloads/p_10/ac_maths_yr5_plan.doc](http://www.qsa.qld.edu.au/downloads/p_10/ac_maths_yr5_plan.doc)

<table>
<thead>
<tr>
<th>Term overview</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During this term students will:</strong></td>
<td><strong>During this term students will:</strong></td>
<td><strong>Exemplar unit: Playing fair</strong></td>
<td><strong>During this term students will:</strong></td>
<td></td>
</tr>
<tr>
<td>• identify and describe fractions and multiples</td>
<td>• revise and consolidate Term 1 concepts as required</td>
<td><strong>During this term students will:</strong></td>
<td>• revise and consolidate Terms 1, 2 and 3 concepts as required</td>
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<tr>
<td>• use estimation, rounding and efficient mental and written strategies to solve problems and check reasonableness of answers to calculations</td>
<td>• solve problems involving multiplication of large numbers by one- and two-digit whole numbers</td>
<td>• compare and order common unit fractions and represent them on a number line</td>
<td>• develop strategies to solve problems involving the addition and subtraction of fractions</td>
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<tr>
<td>• compare and order common unit fractions and represent them on a number line</td>
<td>• solve problems involving division by one digit</td>
<td>• solve problems involving the addition and subtraction of fractions with the same denominator</td>
<td>• create simple financial plans</td>
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<tr>
<td>• investigate patterns with fractions, decimals and whole numbers</td>
<td>• investigate number systems beyond hundredths</td>
<td>• investigate patterns with fractions</td>
<td>• use grid references for locations and use directional language</td>
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<tr>
<td>• use 12- and 24-hour time systems</td>
<td>• calculate the perimeter and area of rectangles</td>
<td>• use equivalent number sentences involving multiplication and division to find unknown quantities</td>
<td>• investigate chance and probability</td>
<td></td>
</tr>
<tr>
<td>• describe translations, reflections and rotations</td>
<td>• investigate three-dimensional shapes and their nets.</td>
<td>• use appropriate units of measurement for length, area, volume, capacity and mass</td>
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<td></td>
</tr>
<tr>
<td>• explore symmetry and transformations</td>
<td></td>
<td>• estimate, measure, compare and construct angles</td>
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<tr>
<td>• pose questions to allow for the collection of data</td>
<td></td>
<td>• investigate chance, including outcomes of chance experiments and probabilities ranging from 0 to 1</td>
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<tr>
<td>• construct data displays</td>
<td></td>
<td>• pose questions and collect categorical data</td>
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<tr>
<td>• revise and consolidate Year 4 concepts as required</td>
<td></td>
<td>• construct data displays</td>
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<td></td>
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<td>• describe and interpret data sets.</td>
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**Year level description**

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

**Understanding** includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry.

**Fluency** includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles.

**Problem Solving** includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans.

**Reasoning** includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, and posing appropriate questions for data investigations and interpreting data sets.

**Achievement standard**

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.

Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity, and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

**Sample year level plan**


<table>
<thead>
<tr>
<th>Year level description (highlighted aspects indicate differences from the previous year level)</th>
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<tbody>
<tr>
<td>In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written, and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances. The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events, including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapter headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics. Students create a range of imaginative, informative, and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.</td>
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<thead>
<tr>
<th>Achievement standard</th>
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<tbody>
<tr>
<td>Receptive modes (listening, reading and viewing)</td>
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<tr>
<td>By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings are depicted and explain their own responses to them. They listen and ask questions to clarify content.</td>
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<tr>
<td>Productive modes (speaking, writing and creating)</td>
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<tr>
<td>Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.</td>
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</table>

**Term overview**

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td><strong>Literary texts</strong> Students explore and interpret interpersonal relationships and ethical dilemmas represented in literary texts, including film and digital texts. Students discuss and create a multimodal review of their chosen text, considering how it conveys different perspectives about ethical dilemmas and their impact on interpersonal relationships.</td>
<td><strong>Navigating informative texts</strong> Students listen to, read, view, interpret and evaluate a range of informative texts, including various types of media texts, newspapers, film, digital and nonfiction texts. Students create an informative report using technical and content information about a topic of interest. Students read a peer’s informative report, interpreting and analysing it to provide feedback.</td>
<td><strong>Building on the aesthetic</strong> Students understand, interpret, experiment and enjoy exploring sound devices and imagery, including simile, metaphor and personification in poetry, songs, anthems and odes. Students create an imaginative poetry performance to adapt imaginative ideas and convey emotion.</td>
<td><strong>Exemplar unit: Relationships and problems in stories</strong> Students explore a range of non-stereotypical characters and elaborated events, including flashbacks and shifts in time in junior and early adolescent novels. Students create an imaginative narrative, which explores themes of interpersonal relationships and ethical dilemmas between two characters in real-world or fantasy settings.</td>
</tr>
</tbody>
</table>

**Aboriginal and Torres Strait Islander perspectives**

English provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:

- Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature
- Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies
- The diversity of Indigenous experiences and their representation in literature and other texts.

English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for students to develop an awareness, appreciation of and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative), as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, students develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features.
### Australian Curriculum year level planning proforma

<table>
<thead>
<tr>
<th>Year level/s</th>
<th>Learning area/s:</th>
</tr>
</thead>
</table>

#### Identified school priorities:

#### Year level description:

#### Achievement standards:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</table>

Using the scope and sequence to inform year level planning.
Developing a Year 5 program of work
The Year 5 teachers in a primary school meet together to map out their program of work for the year. They consult their curriculum documents and decide when to include particular content. They take into account links between subject areas, multi-age classes, excursion opportunities and special events during the year, including NAPLAN. As they are a small school, they also look for opportunities to plan with other schools nearby.

Developing a Year 8 science program
All Year 8 science teachers in the school meet together to plan what they will teach each term in order to cover the curriculum. In addition to including the content descriptors for science, they consider how to include the general capabilities and cross-curriculum priorities in appropriate ways. They review their planning in their regular subject meetings, taking into account what is happening in other subjects.

Examining student data to inform curriculum planning
All teachers in the school meet in year level groups to examine NAPLAN and other testing data. They identify areas of weakness and areas of strength. They plan opportunities to support and extend their students through the year across all subjects.

Year level mapping and planning in a small school
A small rural school prides itself on every teacher knowing every student. Each year the staff meet together as a whole school to examine their student data and map the curriculum. Using the scope and sequence of the Australian Curriculum they decide on focus areas term by term for each year level. They also look for creative and flexible ways to deliver the curriculum, as children may be in multi-age class groupings. They utilise each teacher’s expertise. For example, a teacher with a background in science may be involved in planning science with the other teachers, particularly highlighting the progression of scientific inquiry skills across year levels.

Questions for reflection
1. How do we structure opportunities for year level planning?
2. How do we decide our term by term program of work for each year level?
3. For Australian Curriculum subjects, how does our year level plan take into account aspects of the general capabilities and the cross-curriculum priorities?
4. How will I prioritise content within the time allocated for each subject?
5. How does our school data inform the way I should allocate time for specific content?
6. What process do we use to ensure that all curriculum content has been covered?
7. How have we developed a balanced assessment program that includes a range of assessment types?
8. Over the course of the year how have students been given the opportunity to demonstrate the full range of possible achievement?
USING THE SCOPE AND SEQUENCE TO INFORM UNIT LEVEL PLANNING

Our Values:
Equity: We all have the right to challenging and engaging learning opportunities in appropriate settings. (Learners First 2014/17)

Key message
Teachers use the Australian Curriculum scope and sequence to plan units of work. A unit of work makes clear the key concepts from the curriculum in a planned sequence of learning.

Planning units of work within timeframes allows teachers to contextualise learning. It recognises the need to build on a student’s existing knowledge and skills, and takes into consideration their strengths, needs and interests.

The scope and sequence provides the reference point for deliberate concept and skill development. Unit alignment is further informed by the whole school and year level plans.

Explanation
Unit level planning involves:

Knowing the curriculum
Teachers are familiar with the relevant Australian Curriculum scope and sequence and achievement standards. They know what they are expected to teach and what students are expected to learn at each year level.

- Year level descriptions inform the unit focus.
- Scope and sequence highlight the progression of skills and supports the teacher to differentiate when planning.
- Achievement standards identify what students are expected to know, understand and be able to do by the end of the year and inform the unit plan.
- Content descriptors describe the key concepts to be covered in the unit.
- Unit planning builds on knowledge, understanding and skills students currently have in relation to key concepts.
- Teachers consider opportunities to integrate content from different learning areas.
- Adjustments are planned for student diversity; http://www.australiancurriculum.edu.au/StudentDiversity/Student-diversity-advice.
- Consideration is given to individual student learning goals.
- Planning takes into account the general capabilities and school priorities.

Knowing the classroom level data
Teachers know about their students:

- Student data including diagnostic assessments, formal and informal assessments, summative and formative assessments, and observations are used to inform our planning.
- Other information about our students including Individual Education Plans (IEPs), Personalised Learning Plans (PLPs), reports from specialists, and information from parents and others with significant knowledge of the student is considered.
- Teachers know each student’s strengths and interests.
- Enabling and extending provisions are planned to support all learners.
- Teachers use edi, the Student Support System and the NAPLAN toolkit to establish student need.

Effective leaders:

- Put in place processes to assist teachers to plan, document and reflect on the effectiveness of their unit.
- Develop strategies to assist teachers to develop and share deep understanding of how students learn.
- Ensure teachers have the resources and expertise they need to teach effectively.
Good teachers:

• Are familiar with and understand the relevant Australian Curriculum scope and sequence and achievement standard.

• Use backward design processes to align curriculum, assessment and pedagogy.

• Ensure that integrated units align with the achievement standards of all the identified learning areas.

• Differentiate learning by considering adjustments and strategies to include all students.

• Specifically incorporate learning experiences to support students in areas where the data indicates need.

Sequencing the learning experiences using backward design

Teachers use what they know about students and the identified curriculum concepts in order to sequence the learning and assessment.

• Determine the learning goals for the unit.

• Use pre-assessment to establish what students already know and understand.

• Use this information to inform curriculum adjustments and differentiation.

• Plan the assessment task:
  o Use a backward design process to plan the final assessment task. (See Good Teaching: Guiding Learning – Quality Assessment Practices).
  o Align the task with the relevant achievement standards and individual key learning outcomes.
  o Decide what student could provide as evidence of learning.

• Explicit teaching strategies:
  o Consider the explicit teaching strategies that could be used; for example, modelling and guided inquiry.
  o Consider how adjustments made need to be made to teaching strategies to cater for all students.

• Formative assessment processes:
  o Consider ways to find out what the students have learned through formative assessment processes. (See Good Teaching: Guiding Learning – Quality Assessment Practices).
  o Consider how student progress will be monitored and provide opportunities for feedback to be given to students.

• Adjustments:
  o Consider how tasks will be differentiated to cater for all students. (See Good Teaching: Learning for All – Differentiated Classroom Learning).

• Plan the lesson sequence leading to the final assessment task:
  o Consider how the lessons may be sequenced to support student learning and assessment.

• Resources and stimulus materials to assist students:
  o Consider the range of resources that will be needed to support the students with their learning and catering for their different learning needs.

• Reflection
  o Consider opportunities for students to reflect on their learning.
  o Teacher reflects on their teaching and student learning.

Using the scope and sequence to inform unit level planning
### Practical examples

#### Unit level planning guide

<table>
<thead>
<tr>
<th>Stages</th>
<th>Description</th>
<th>Guiding Questions</th>
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<tr>
<td>1. Consult the relevant curriculum document to identify the desired outcomes</td>
<td>For the Australian Curriculum refer to the scope and sequence, the achievement standards and the content descriptors. Where students have a learning plan refer to their short term (SMART) goals and add enabling and/or extending adjustments.</td>
<td>What do my students need to know, understand and be able to do by the end of year? Which aspects of the achievement standard will be a focus for the unit? Which content descriptors will be covered?</td>
</tr>
<tr>
<td>2. Plan for learning</td>
<td>Once the teacher chooses a focus, they should think about what they want students to know, understand and do. The teacher identifies what evidence they have about where students are in their understanding of the concepts or skills. They consider student learning plans, outcomes and goals.</td>
<td>How do I find out what they already know? What data might I access to help my planning? What deliberate actions do I take to support my students to learn? What resources do I need? What teaching strategies will support the learning? Which questions might I ask to support and challenge my students? What might I need to learn to support the learning? How might I work with others to align learning across the year levels?</td>
</tr>
<tr>
<td>3. Describe key learning experiences and identify useful resources</td>
<td>The teacher identifies the opportunities that they will provide for students to engage with the key ideas, skills and understandings and build their capacity to complete the assessment task. They sequence lessons to progress skills and understandings in a logical and developmental way. They consider the best resources available to engage and motivate the students.</td>
<td>How do I ‘hook’ the students in? How will I make the learning intentions and success criteria clear? Which tasks will I select and why? What resources do I collect or make? What vocabulary or language will be introduced, modelled and used? What feedback will I provide to students? What opportunities will I provide for students to gain the necessary skills and understandings to be able to successfully complete the assessment task? What strategies and adjustments need to be made to enable all students to access learning tasks? What formative assessment information can I collect and when will I collect it? How will I use this information to inform the next steps in my planning and teaching? How will I plan collaboratively with colleagues such as support teachers, EAL/D teachers, teachers with expertise in gifted education and year group colleagues?</td>
</tr>
<tr>
<td>4. Reflect to plan the next learning focus</td>
<td>By reflecting on the unit, the teacher makes decisions about what might need revising. Reflection will also inform the next learning steps and may mean revisiting the scope and sequence to decide the next learning focus.</td>
<td>What outcomes have been achieved in this unit? Where to next in the scope and sequence? Who needs more/less support with the new learning?</td>
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</table>
### Australian Curriculum Unit Plan

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<th>Year Level:</th>
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<td>Focus:</td>
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<td>Relevant Aspects of the Achievement Standard:</td>
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<td>Relevant Content Descriptors</td>
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<td>Learning Goals:</td>
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<td>• Know:</td>
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<tr>
<td>• Understand:</td>
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<tr>
<td>• Do:</td>
<td></td>
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<tr>
<td>Assessment Task</td>
<td>Pre-assessment</td>
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<td>Adjustments/Strategies to Include all Students:</td>
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<tr>
<td>Learning Sequence</td>
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<tr>
<td>Reflect on the unit</td>
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<tr>
<td>Reflection</td>
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</table>
### Australian Curriculum Unit Plan

**Learning Area:** English  
**Year Level:** 5  

#### Focus: Persuasive Writing

**Relevant Aspects of the Achievement Standard:**
By the end of Year 5, students explain how text structures assist in understanding the text. They analyse and explain literal and implied information from a variety of texts. Students create a variety of sequenced texts for different purposes and audiences. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

**Relevant Content Descriptors:**

<table>
<thead>
<tr>
<th>Language</th>
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<tbody>
<tr>
<td>• Understand how texts vary in purpose, structure and topic as well as the degree of formality. (ACELA1504)</td>
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<tr>
<td>• Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold. (ACELA1505)</td>
</tr>
<tr>
<td>• Understand how the grammatical category of possessives is signaled through apostrophes and how to use apostrophes with common and proper nouns. (ACELA1506)</td>
</tr>
</tbody>
</table>

**Literature**

| • Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others. (ACELT1609) |
| • Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences. (ACELT1795) |
| • Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses. (ACELT1610) |

**Literacy**

| • Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context. (ACELY1698) |
| • Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience. (ACELY1704) |
| • Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text. (ACELY1701) |

**Learning Goals:**

- **Know:** The text structures and language features of a persuasive text can be explicit or implied.
- **Understand:** Writers make deliberate choices with their use of language and structure and these can influence the reader.
- **Do:** Identify the use and effect of persuasive devices across a variety of texts. Create a persuasive text using such devices, using accurate spelling and punctuation and making specific vocabulary choices.

**Assessment Task:**

- **Analyse a persuasive text:** Analyse the persuasive features of a text and discuss how this influences the audience.
- **Compose a persuasive text:** Create a persuasive text for a particular audience using appropriate text structures and language features. Written work is to reflect accurate spelling and punctuation, correct use of grammar and specific vocabulary choices.

**Pre-assessment:**

Create a short written persuasive text and identify the persuasive devices that students use. Check for accurate spelling and punctuation.
### Adjustments/Strategies to Include all Students

(see Good Teaching: Learning for All – Differentiated Classroom Learning)

Possible strategies include:

- Use multimodal supports, resources, and tools to accommodate student needs.
- Tap into student interests and strengths; e.g. include persuasive texts relating to popular culture of interest to Year 5 students or include texts that reflect their cultural background.
- Provide choices in content, process and product; e.g. encourage student input into the selection of texts.
- Ensure flexible pace to accommodate varied rates of learning.

- Use persuasive writing tasks to demonstrate learning progress towards meeting individual learning goals as described in a student learning plan.
- Provide opportunities to extend some students by using texts with complex language that use implicit persuasive devices.

### Describe key learning experiences

#### Learning Sequence

Consider the following:

- Decide on a framework or model; e.g. integrated inquiry (‘tuning in’, ‘finding out’, ‘sorting out’, ‘going further’, ‘taking action’, ‘concluding’) – or the five Es (‘engage’, ‘explore’, ‘explain’, ‘elaborate’, ‘evaluate’).
- Think of a way to hook each student’s interests and maximise engagement; e.g. triggering an emotional response to key concepts using a TV commercial, catalogue, movie, novel trailer or YouTube clip.
- Design tasks and sequence the learning required in the assessment task focusing on vocabulary, persuasive devices, sentence beginnings, how punctuation is used for effect, and editing for accurate spelling and punctuation.
- Provide opportunities for students to engage with a range of persuasive texts to develop understandings about text structures and language features.
- Explore how the persuasive devices used in range of texts influence the audience.
- Include texts with literal and implied meanings.
- Present a range of perspectives on a specific topic of interest to the students.
- Ask students to create persuasive texts for a variety of audiences.

### Reflect on the unit

Reflect on the following:

- Was the unit pitched at the appropriate levels for all students?
- Were the unit goals achieved? What evidence do you have?
- Which students need to revisit the intended learning outcomes in a different context?
- Did the learning sequence adequately prepare the students to complete the assessment tasks?
- Did the task provide appropriate evidence for assessment of the achievement standard?
- Was the pre-assessment and on-going formative assessment effective?
- Which tasks and resources were most effective?
- What outcomes are to yet to be addressed?
- Referring to the scope and sequence, what will you plan for next?
- What new goals will you set for your own learning?
## Australian Curriculum Unit Plan

### Learning Area: Mathematics  
**Year Level: 5**

<table>
<thead>
<tr>
<th><strong>Focus:</strong></th>
<th>Fractions and decimals</th>
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<tbody>
<tr>
<td><strong>Consult curriculum</strong></td>
<td>Relevant Aspects of the Achievement Standard: Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals.</td>
</tr>
</tbody>
</table>
| **Relevant Content Descriptors** | • Compare and order common unit fractions and locate and represent them on a number line. (ACMNA102)  
• Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator. (ACMNA103)  
• Recognise that the place value system can be extended beyond hundredths. (ACMNA104)  
• Compare, order and represent decimals. (ACMNA105) |
| **Learning Goals** | • **Know:** Fractions and decimals are numbers that can be placed on a number line. In order to place them on a number line we need to compare and order them according to their size.  
• **Understand:** The size of a unit fraction is determined by the denominator which tells us how many and the numerator which tells us how much (i.e. \(\frac{1}{2}\) is bigger than \(\frac{1}{8}\) as it is one part out of 2 equal parts, whereas \(\frac{1}{8}\) is one part out of 8 equal parts). Decimals can be ordered according to their place value. When fractions have the same denominator we can add and subtract them using a range of strategies and models.  
• **Do:** Place fractions and decimals on a number line in correct order and explain thinking using appropriate mathematical vocabulary. Add and subtract fractions with the same denominator using a range of strategies and explain thinking. |
| **Assessment Task** | Susan says that \(\frac{1}{8}\) is larger than \(\frac{1}{4}\) and that 0.25 is smaller than .025. What would you say to Susan and how might you help her thinking by using diagrams and number lines? |
| **Pre-assessment** | Use Improve to create a test that uses a range of the Year 3, 5 and 7 NAPLAN numeracy questions related to fractions and decimals.  
(This test is one part of the pre-assessment. Other tasks will be used to gain further insight into student understanding). |
| **Adjustments/Strategies to Include all Students:** (see Good Teaching: Learning for All – Differentiated Classroom Learning) | Possible strategies include:  
• Use a range of supports, resources and tools to accommodate student needs.  
• Tap into student interests and strengths; e.g. include activities related to sporting scores such as times for the 100 metre sprint or swimming events or experiences outside school where fractions and decimals are encountered such as recipes. |
### Plan for Learning

- Provide choices in content, process and product; e.g. encourage student input into which numbers they will use and how they demonstrate understanding.
- Ensure a flexible pace to accommodate varied rates of learning.
- Use problem solving tasks to demonstrate learning progress towards meeting individual goals as described in a student learning plan.
- Provide opportunities to extend some students by using problems with complex numbers and multi-step problems, along with a requirement to explain and justify thinking in mathematical language.

### Learning Sequence

Consider the following:

- Think of a way to hook each student’s interest by providing a ‘real life’ problem or scenario involving decimals and fractions.
- Design tasks and sequence the learning required in the assessment task.
- Provide opportunities for students to engage with fractions and decimals on a number line to compare and order them according to size.
- Provide problems that require the students to add and subtract fractions with the same denominators.
- Plan for the use of a range of models to demonstrate the key ideas explored in the unit; e.g. paper folding, grids, concrete objects, string and other materials which can be folded or partitioned, and appropriate websites and apps which model fraction and decimals on a number line.

### Describe key learning experiences

- Design tasks where students need to compare order and represent decimals.
- Present problems that encourage and expect students to use a range of strategies and articulate their thinking in a range of ways; e.g. written, oral explanation, video captures and recorded explanations using mobile devices.

### Reflection

Reflect on the following:

- Was the unit pitched at the appropriate levels for all students?
- Were the unit goals achieved? What evidence do you have?
- Which students need to revisit the intended learning outcomes in a different context?
- Did the learning sequence adequately prepare the students to complete the assessment tasks?
- Did the task provide appropriate evidence for assessment of the achievement standard?
- Was the pre-assessment and on-going formative assessment effective?
- Which tasks and resources were most effective?
- What outcomes are to yet to be addressed?
- Referring to the scope and sequence, what will you plan for next?
- What new goals will you set for your own learning?
### Australian Curriculum Unit Plan

<table>
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<th>Learning Area: English</th>
<th>Year Level: 7</th>
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**Focus:** The Power of Words

**Relevant Aspects of the Achievement Standard:**
By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students understand the selection of a variety of language features can influence an audience.

Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

**Relevant Content Descriptors:**

**Language**
- Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)
- Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)

**Literature**
- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)
- Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)
- Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)

**Literacy**
- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
- Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

**Learning Goals:**

**Know:** The different types of sentences including simple, compound and complex and understand embedded clauses. Text structures are used for different purposes and audiences.

**Understand:** Words can be powerful and writers make deliberate choices when writing. Texts are influenced by context, purpose and audience.

**Do:** Analyse a variety of texts and discuss the language features and vocabulary. Identify the different types of sentences used in a text and the effect created. Create an imaginative text making discriminating choices about language, using different sentence structures and specific vocabulary.

**Assessment Task:**

**Analyse texts**
Analyse the language features and text structures of three different text types and discuss how this influences the audience.

**Create an imaginative text:**
Create an imaginative text for a particular audience using appropriate text structures and language features. Written work is to use accurate spelling and punctuation, and correct grammar. It should include complex sentences and specific vocabulary choices.

**Pre-assessment:**
Students complete a short narrative as a response to the novel they are reading.
### Adjustments/Strategies to Include all Students
(see Good Teaching: Learning for All – Differentiated Classroom Learning)

Possible strategies include:

- Use multimodal supports, resources and tools to accommodate student needs.
- Tap into student interests and strengths; e.g., include texts relating to popular culture of interest to Year 7 students or include texts that reflect their cultural background.
- Provide choices in content, process and product; e.g., encourage student input into the selection of texts, including visual and multimodal texts.
- Ensure flexible pace to accommodate varied rates of learning.
- Use writing tasks to demonstrate learning progress towards meeting individual learning goals as described in a student learning plan.
- Provide opportunities to extend some students by using a variety of texts with complex language, varied sentence structures and implied meanings.

### Learning Sequence:
Consider the following:

- Decide on a framework or model; e.g., integrated inquiry (‘tuning in’, ‘finding out’, ‘sorting out’, ‘going further’, ‘taking action’, ‘concluding’) – or the five Es (‘engage’, ‘explore’, ‘explain’, ‘elaborate’, ‘evaluate’).
- Think of a way to hook each student’s interests and maximise engagement; e.g., triggering an emotional response to key concepts using a TV commercial, catalogue, movie, novel trailer or YouTube clip – The Power of Words.
- Design tasks and sequence the learning required in the assessment task focusing on vocabulary, language choices, sentence structures, how punctuation is used for effect and editing for accurate spelling and punctuation.
- Provide opportunities for students to engage with a range of texts to develop understandings about text structures, language features and sentence structures.
- Explore how sentence structures and variety can be used in range of texts to influence the audience.
- Give students opportunities to create short texts for a variety of audiences with a focus on using different types of sentences.

### Reflection:
Reflect on the following:

- Was the unit pitched at the appropriate levels for all students? Were the unit goals achieved?
- Which students need to revisit the intended learning outcomes in a different context?
- Did the learning sequence adequately prepare the students to complete the assessment tasks?
- Did the task provide appropriate evidence for assessment of the achievement standard?
- Did the task provide all students with the opportunity to demonstrate the level of their understanding?
- Was the pre-assessment and on-going formative assessment effective?
- Which tasks and resources were most effective?
- What outcomes are yet to be addressed?
- Referring to the scope and sequence, what will you plan for next?
- What new goals will you set for your own learning?
Australian Curriculum unit plan using the backward design planning process – Year 7 Mathematics

**Australian Curriculum Unit Plan**

**Learning Area:** Mathematics  
**Year Level:** 7

**Focus:** Real Numbers

**Relevant Aspects of the Achievement Standard:**  
By the end of Year 7: students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another and solve problems involving percentages and all four operations with fractions and decimals.

**Relevant Content Descriptors:**
- Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152).
- Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (ACMNA153).
- Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154).
- Express one quantity as a fraction of another with and without the use of digital technologies (ACMNA155).
- Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157).

**Learning Goals:**
- **Know:** That fractions, decimals, ratios and percentages are related and can be represented (along with whole and mixed numbers) on a number line. That we can convert fractions to decimals and to percentages and vice versa. That we can compare fractions using equivalence (or renaming) using a number of tools and methods.
- **Understand:** That we can add, subtract, multiply and divide fractions and decimals using a range of methods, with and without technology and use these methods to solve problems. That equivalence (renaming) is an important understanding when working with fractions.
- **Do:** Solve problems involving fractions, decimals and percentages which involve addition, subtraction, division and multiplication. Find percentages of quantities (e.g. 25% of 80) with and without digital technologies. Compare fractions using equivalence and carry out simple conversions e.g. is the same as .5 and the same as 50%.

**Assessment Tasks:**
Dad’s best recipe for muffins uses
- 1 cup of flour
- 2 eggs
- 3/4 cup of sugar
- 1/5 teaspoon of spice
- 220 g of butter

Our auntie Sandy and her children are coming for a birthday party and Dad said he is making 1 1/2 times the recipe so he has enough muffins. How much of each ingredient will be used? - Show your thinking.

Dad said he added 50% to each quantity; is he correct? Explain your thinking.

What quantities would be required if Dad needed to make 3 times the recipe?

Taking it further:
A muffin recipe requires 2/3 of a cup of milk. Each recipe makes 12 muffins. How many muffins can be made using 6 cups of milk?

**Post Test:**
A post-test is developed using Improve with a new set of questions from Years 5, 7 and 9 focusing on each of the key ideas dealt within the unit in particular, equivalence, decimals and the connections between fractions, decimals and percentages.

**Pre-assessments:**
Making Links Task: what do you know about these numbers and how are they connected? 3/4, 0.5, 1/2, 50%, 25%, 0.75, 75%, 33, 2/5, 7/8. Use diagrams, number lines and mathematical language to show your current understanding.

A test using questions from Years 3, 5, 7 and 9 NAPLAN is developed using questions related to fractions, decimals and...
Adjustments/Strategies to Include all Students:
(see Good Teaching: Learning for All – Differentiated Classroom Learning)
Possible strategies include:
• Use a range of supports, resources and tools to accommodate student needs.
• Tap into student interests and strengths; e.g. include activities related to sporting scores or experiences outside school such as recipes.
• Provide choices in content, process and product; e.g. encourage student input into how they report on their learning, which numbers (fractions, decimals and percentages) they will use and how they demonstrate understanding.
• Ensure flexible pace to accommodate varied rates of learning.
• Use problem solving tasks, prompts and supports where necessary to demonstrate learning progress towards meeting individual goals as described in a student learning plan.
• Provide opportunities to extend some students by using problems with complex numbers and multi-step knowledge and with a requirement to explain and justify thinking in mathematical language.
• Consider the classroom culture which supports every student’s learning.

Learning Sequence:
Consider the following:
• Think of a way to hook each student’s interest by providing a ‘real life’ problem or scenario involving decimals, fractions and percentage. Good examples are shopping catalogues, sporting scores and recipes.
• Design tasks and sequence the learning required in the assessment task.
• Provide opportunities for students to compare fractions using equivalence.
• Provide opportunities for students to engage with fractions, decimals and percentages on a number line to compare and order them according to size.
• Provide problems that require the students to add, subtract, multiply and divide fractions in a range of contexts and encourage sharing of strategies and thinking.
• Plan for the use of a range of models to demonstrate the key ideas explored in the unit; e.g. paper folding, grids, concrete objects, string and other materials which can be folded or partitioned.
• Plan to use appropriate websites and apps which model fractions, decimals and percentages in a range of representations, including number lines.
• Design tasks where students need to compare order and represent decimals, fractions, percentages and ratios and justify their thinking.
• Present problems that encourage and expect students to use a range of strategies and articulate their thinking in a range of ways; e.g. written, oral explanation, reasoning, video captures and explanations recorded using mobile devices.

Reflection:
Reflect on the following:
• Was the unit pitched at the appropriate levels for all students? Were the unit goals achieved? What evidence do you have for this?
• Which students need to revisit the intended learning outcomes in a different context? What evidence do you have for this?
• Did the learning sequence adequately prepare the students to complete the assessment tasks? Do the student responses to the tasks provide evidence of learning?
• Were students provided with opportunities to demonstrate extensive understanding of concepts and apply their knowledge and skills to new situations?
• Did the task provide appropriate evidence for assessment of the achievement standard? What additional evidence might you gather?
• Was the pre-assessment and on-going formative assessment effective?
• Which tasks and resources were most effective? How do you know?
• What outcomes are to yet to be addressed?
• Referring to the scope and sequence, what will you plan for next? Why?
• What new insights do you have about where the students are in their learning?
• What new goals will you set for your own learning?
Year 3 ANZAC Day unit

A group of Year 3 teachers meet together to plan an ANZAC Day unit. This is a focus for their school every year. They examine the Year 3 achievement standard from the Australian Curriculum: History and identify the relevant aspects for this topic. Then they look at the content descriptions to get a more detailed idea of what to teach and develop their learning goals.

Their assessment task asks students to interview a guest speaker supplied by the RSL. This helps students to identify why ANZAC Day still has significance in the present. Students are given a number of choices as to how they might present their learning, including a recount, a personal reflection, a poster or a PowerPoint. The teachers also link the learning to other subject areas such as English.

Year 10 climate change unit

The Year 10 science teachers in a school meet to design an assessment task related to the Climate Change unit they have decided to develop. They examine the achievement standard and content descriptors and design an assessment task that is able to cater for all students. They brainstorm a variety of possible learning experiences and locate relevant resources. They plan a sequence of lessons that will engage students and progress their skills and understandings in a logical and developmental way. The Year 10 science teachers consult with the geography teachers to identify possible synergies in their teaching and learning programs.

Questions for reflection

1. How will student prior knowledge be determined?
2. How has backward mapping been used in the design of this unit?
3. For Australian Curriculum subjects, which aspects of the achievement standards will be assessed?
4. For Australian Curriculum subjects, which aspects of the content descriptors will be covered in this unit?
5. For Tasmanian Qualifications Authority (TQA) accredited courses, which criteria or competencies will be assessed in this unit?
6. How will the tasks that are being designed provide evidence about the level of learning that the student has achieved?
7. Which learning and assessment tasks within the unit will require individual adjustments and strategies to include every student?
8. What strategies have we planned for student engagement?
Key message

The lesson plan describes what will be taught and assessed in a prescribed time. The needs of students determines the pedagogy used and the desired learning outcomes. It connects pedagogy and curriculum with the needs of the student. Each lesson has specific phases; the introduction, the explicit teaching, the guided student action and the review. Lesson plans build on each other to achieve the learning goals described in the unit plan. The unit plan provides the reference point for the lesson plan and the continuity of concepts and skills as outlined in the scope and sequence.

Explanation

Lesson planning involves:

**Focussing on the students**
- Understand each student as a learner, including their strengths, needs, interests and preferred mode of learning to the planning.
- Use individual student data to inform planning. Adapt planning, teaching strategies and learning tasks to reflect this information.
- Use formative assessment and pre-assessment to determine prior knowledge and identify any misconceptions students may have.

**Differentiating for the students**
- Differentiate content, product, process and learning environment through curriculum adjustments.
- Use extending or enabling prompts for tasks to support access and increase the level of challenge.
- Use adjustments to the teaching and learning program, according to individual learning need.

**Planning for explicit teaching**
- Clarify purpose and learning intentions.
- Model or demonstrate: e.g. ‘think-alouds’ and sharing of strategies.
- Detail the success criteria: e.g. student exemplars, rubrics and models.
- Ask quality questions that elicit student thinking and understanding.

**Effective leaders**
- Ensure that their teachers are using the Australian Curriculum scope and sequence and achievement standards as the basis for their planning.
- Ensure that teachers understand the importance of formative assessment.
- Encourage teachers to use research based teaching practices.
- Keep abreast of research that can inform teaching practice quality.
- Observe classroom practice and provide feedback to teachers.
- Provide opportunities for teachers to observe each other.
- Make teachers aware of student data to inform lesson planning using data systems such as edi and the Student Support System.
- Provide feedback to teachers about their lessons as part of professional conversations.
- Provide opportunities for teachers to plan lessons collaboratively and share resources.

**Good teachers**
- Understand the development and progression of skills as they are outlined in the Australian Curriculum scope and sequence.
- Use the scope and sequence to identify key skills and concepts to be taught in their lessons.
- Differentiate to ensure that every student is engaged, challenged and learning successfully.
- Understand and use effective teaching approaches.
- Use formative assessment and provide regular and timely feedback to students.
- Provide opportunities for teachers to observe each other.
- Consider ways to create a positive and differentiated learning environment as part of their planning.
- Plan with student data in mind using data systems such as edi, the Student Support System and the NAPLAN Toolkit.
- Understand the development and progression of skills to inform planning.
- Review and reflect on their planning and think about next steps.
### Practical examples

#### Phases of the lesson

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The purpose of this phase is to introduce new concepts, review previous learning and issue a challenge to the students. It sets the scene. Teachers think about how the lesson begins and make the learning intentions and success criteria clear. They will connect the learning to previous lessons and activate prior knowledge.</td>
<td>How will I ‘hook’ the students into the lesson? What are the learning intentions and success criteria in student friendly language? How will I activate prior knowledge and review prior learning? How can I make the lesson personal and relevant to the students?</td>
</tr>
<tr>
<td>Explicit Teaching/Guided Student Action</td>
<td>In this phase, students work individually or in groups to solve a problem or work on a task. Explicit teaching may occur before or after the students have engaged in a task. Teaching in this phase focuses on particular skills students need to learn or misconceptions the teacher has observed in previous lessons or assessments. Teachers model and demonstrate particular skills and strategies, and gradually release responsibility to the students.</td>
<td>What will I need to model in this lesson? How will I organise the students to explore this problem/task—individually, in groups or pairs? What types of questions might lead to learning if students feel frustrated or find the task too easy? How might I encourage student conversation and thinking? How will I check for understanding? How might I provide extension for students who wish to or need to go further? Which students require additional support and how will I provide it? When will I provide feedback and how will the feedback look and sound?</td>
</tr>
<tr>
<td>Review</td>
<td>In this phase the lesson is brought to a close by reviewing the learning and revisiting the learning intentions to judge how well they have been met. It includes assessing what is being learnt about individual students. This formative assessment information will help to plan the next steps.</td>
<td>How might I encourage students to reflect on their learning? What formative assessment data might I gather? What strategies will support this? How will this inform the next step in my planning?</td>
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<table>
<thead>
<tr>
<th>Introduction</th>
<th>Adjustments:</th>
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<th>Explicit Teaching</th>
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<tr>
<th>Student Action: (Guided and Independent)</th>
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<th>Review</th>
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</table>
**Example lesson plan: Year 5 English – Persuasive Writing – Punctuation**

**Background context:**

In this class there are two students who have an Individual Education Plans (IEPs) and two students who have been identified as gifted and have a Personalised Learning Plan (PLPs).

This lesson is part of a unit on Persuasion. When reading student writing, the teacher notices there are members of the class who need support to use the possessive apostrophe correctly. The teacher decides to use the lesson to focus on using accurate punctuation. The teacher describes the adjustments that will be made to differentiate the learning and align with individual goals.

<table>
<thead>
<tr>
<th>Introduction:</th>
<th>Adjustments:</th>
</tr>
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<tbody>
<tr>
<td><strong>Hook:</strong> The teacher hands out 2 cards per table group.</td>
<td>A set of cards for students working on simple sentences with a focus on using capitals and full stops. (Enabler)</td>
</tr>
<tr>
<td><strong>Group 1</strong> Card 1 The boy’s drink. Card 2 The boys drink.</td>
<td><strong>Extensions:</strong> Students who have mastered the possessive apostrophe will create posters for classroom reference. (Extender)</td>
</tr>
<tr>
<td><strong>Group 2</strong> Card 1 We’re here to help. Card 2 Were here to help.</td>
<td><strong>Explicit Teaching</strong> The teacher has scanned a piece of student writing to discuss the importance of using punctuation correctly. Whilst reading the extract, the teacher thinks aloud their responses as a reader and demonstrates how the misused punctuation caused them some confusion. The teacher models how to correct the use of the apostrophe to show possession for common and proper nouns by using ‘think-alouds’. Through modelling the teacher checks whether the text is making sense and highlights the placement of the apostrophe to ensure the correct meaning.</td>
</tr>
<tr>
<td><strong>Group 3</strong> Card 1 The giant kid’s playground. Card 2 The giant kids’ playground.</td>
<td><strong>Student Action:</strong> (Guided and Independent) The students are asked to find misused punctuation in the next paragraph of the text and correct the text explaining the reasons for their choices. The teacher guides discussion around the importance of using correct punctuation both for the reader and writer. As the teacher wants the students to focus on their own writing, they are asked to work with a partner to proofread each other’s persuasive text and highlight the use of the apostrophe. The students are to work on correcting and checking for meaning as a group.</td>
</tr>
<tr>
<td>They ask the students to discuss the differences between the cards and what they notice about how the apostrophe works. The teacher also asks why punctuation is important.</td>
<td>The teacher asks students to write simple sentences and do peer editing, focussing on the correct use of capital letters and full stops. (Enabler)</td>
</tr>
</tbody>
</table>

| **Review** | **Extensions:** The extension group share their posters and explain the resource to the class. (Extender) |
| The teacher draws the lesson to a close by sharing some environmental print examples of where apostrophes have been misused. They ask students to discuss the meanings and significance of incorrect punctuation and to keep a look out for other examples. The teacher concludes the lesson by asking the students to reflect on what they learnt. |

The teacher concludes the lesson by asking the students to reflect on what they learnt.
Example lesson plan: Year 5 Mathematics – Fractions on a number line

Background context: In this class there are two students who have Individual Education Plans (IEPs) and two students who have been identified as gifted and have Personalised Learning Plans (PLPs).

This lesson is part of the fractions and decimals unit. It is not the first lesson in the unit and the teacher has used a pre-test to determine student understanding of fractions. Most students seem to do well on tasks involving shading pre-partitioned shapes (e.g. shading of a shape) but the teacher has determined that some students need more experience and explicit focus on fractions as numbers on a number line and fractions as part of a collection.

The teacher describes the adjustments they will make to differentiate the learning and align with individual goals as described in the learning plans.

<table>
<thead>
<tr>
<th>Introduction:</th>
<th>Adjustments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up game: Guess my number. The teacher places a mystery number (a fraction) in a box. Students ask questions to determine the number. They can only ask questions with a yes/no answer. Teacher shares learning intentions: The teacher starts the lesson with, “Today we are learning to order and place fractions and whole numbers on a number line”. Teacher activates prior knowledge by linking to previous lesson: The teacher says, “Remember yesterday when we were counting by halves and quarters out loud,” and reminds students of a previous lesson in Term 1 when they were placing three and four digit numbers on a number line. They question students about the strategies which supported their learning about number lines to prepare them for the task ahead.</td>
<td>Place whole numbers (1–10) in another mystery number box. (Enabler)</td>
</tr>
</tbody>
</table>

| Explicit Teaching: | |
| Whole class demonstration of placing unit fractions on a number line: The teacher uses a rope and pegs (held by two students to make a number line) and distributes fraction and whole number cards to selected students. Students are asked to come forward and place their cards where they think their number should be located and to provide reasons for their choice. The teacher models appropriate language and questions students to ensure that thinking is shared and strategies modelled; e.g. folding the rope in half to find the right spot for the number. | |

| Image: [Link](http://topdrawer.aamt.edu.au/Fractions/Good-teaching/Fraction-sense/Fractions-as-numbers/Sequencing-and-counting) |

| Teacher Explanation of the Task: | |
| Students work in pairs as the next part of the lesson. They are given a number line on a strip of paper. There are dots but no numbers marked. The students need to find what numbers are indicated by the dots and write about their reasoning for the numbers they have selected. | |

| Student Action: (Guided and Independent) | Some students are asked to place other fractions on the line (thus opening up the task to further extension via an extending prompt). Other students are provided with an enabling prompt. They are given a simpler number line and reminded about the folding on the rope in the earlier whole class activity. For one student, adjustments are made using the Australian Curriculum Numeracy Continuum Level 1a (Using fractions, decimals and percentage with an adjusted task related to recognising one half). |
| **Students work on the task:** The students know that a good performance will include attention to reasoning and explanation of strategies, and that any of the pairs might be called to share their thinking in the next phase of the lesson. While students are working on this task the teacher provides some differentiation within the task. | |

| Review: | |
| The teacher draws the class back together for their maths chat. (This session will sometimes conclude the lesson. At other times the reflection occurs half way through the lesson.) Students bring their recorded thinking and the teacher asks some students to share their mathematics thinking and their new learning. The teacher concludes the lesson with a self-assessment task by asking the students to revisit the learning intentions and complete an ‘Exit Card’ as they leave for lunch. They are asked to put a red, orange or green dot on the card – Red – ‘I still don’t understand’, Orange – ‘I mostly get it’ and Green – ‘Yes, I understand’). The teacher reflects on the lesson and the formative assessment information that has been collected and decides that the work needs to be revisited for some students. Those students who have mastered the key concepts will use an interactive website where students place mystery fractions on a number line, to extend their thinking. Some students will also work with a numberline tool downloaded from Scootle to explore fractions and report back to the class. The students using the numeracy continua will be working on making representations of halves with paper and other materials. | |
Example lesson plan: Year 7 English – The Power of Words – Complex Sentences

Introduction:
Hook: The teacher shows a YouTube clip, The Power of Words. The teacher pauses the clip at a particular point and asks the students to reflect on what message might be written on the cardboard. Students write their own message and then watch the rest of the clip. The class discuss the choice of words and why the message is effective. Students reflect on their own writing and which messages they believe are effective and why.

Explicit Teaching:
The teacher explains that writers make deliberate decisions about the words and sentences they use. The class will now focus on different sorts of sentences that are used by good writers – simple, compound and complex, and the effect they can have on the reader.
Using an extract from a text the class are reading, the teacher highlights the different types of sentences and talks about the effect this has on the reader by sharing their response as a reader.
The teacher shares the example and highlights the dependent clause and independent clause:
He ran as if he was being chased by a wild animal

Student Action (Guided and Independent):
Students are asked to work in pairs to identify complex sentences in other extracts of the same text.
Students work together to highlight the dependant clause and the independent clause in the complex sentences.
Students practise writing a variety of sentences (simple, compound and complex) with a familiar topic; e.g. ‘At the beach’.
Students work in pairs to write 3 sentences on the topic using the ‘Example 1’ structure, then using ‘Example 2’ and then ‘Example 3’.

Example 1
Simple
Simple
Compound

Example 2
Compound
Simple
Complex

Example 3
Compound
Complex
Complex

They compare their sentences with another pair and discuss the effects of the different types of sentences (Adapted from Davis 2013).

Review:
The teacher draws the lesson to a close by reading a short passage from the novel they are currently reading, asking students to listen for how the author has used sentence variation for effect. They encourage the students to collect their own examples to highlight the power of words.
The teacher concludes the lesson by asking the students to reflect on what they learnt and how they will be able to apply this to their own writing.

Adjustments:
For the students with difficulty handwriting, the teacher scribes their key message. For some students, the teacher has message cards that they choose from, then copy into their notebooks and discuss the meanings.

Adjustments:
The teacher asks students to highlight examples of simple sentences. They are given jumbled simple sentences and are asked to put them back together. They highlight the capital letter at the beginning of the sentence and put in the full stop to complete the sentence.

Extensions:
Students are given a variety of texts from different genres and asked to identify the purpose of the complex sentence; e.g. to provide a reason, to state a purpose, to link ideas in relation to time.

Some students share with the class the different types of complex sentences and the purpose of the sentence. Others are asked to share their simple sentences.
Example lesson plan: Year 7 Mathematics – Working with Fractions – Comparing Fractions

Background context: In this class there are two students who have Individual Education Plans (IEPs) and two students who have been identified as gifted and have Personalised Learning Plans (PLPs).

This lesson is part of the fractions and decimals unit. It is not the first lesson in the unit and the teacher has used a pre-test to determine student understanding of fractions. The teacher describes the adjustments they will make to differentiate the learning and align with individual goals as described in the learning plans. Some students seem ready to move onto the next stage of the unit where students need to ‘compare, order and represent decimals, fractions, percentages and ratios’, so the teacher is gathering evidence of their understanding.

**Introduction:**
The teacher begins with a warm up activity called Today’s number is…3/5. Students share something they know about 3/5 and it is recorded on a large sheet of paper. All students are expected to contribute and all responses are recorded. Listening to all responses supports new learning and connections. The teacher asks questions and comments such as, ‘I’d like some more like this one,’ ‘What is it bigger than,’ ‘smaller than’ or ‘the same as our number?’ encourage particular student responses.

Teacher shares learning intentions: ‘Today we are continuing to learn how to compare fractions and how important it is to use equivalence (re-naming) when working with fractions.’

**Teacher activates prior knowledge by linking to previous lesson:**
Remind the class of previous work-fraction families, finding common denominators paper folding/fraction walls (linear partitioning). The teacher asks two students to share their recorded reflection from the end of the previous lesson.

**Teacher explanation of the task:**
Students work in pairs on the task (as shown below). They are reminded about the importance of recording their strategy and the possible tools and supports (paper, number lines, counters and grids) they may use to explain their thinking if they are asked to contribute to the class discussion at the end of the lesson.

<table>
<thead>
<tr>
<th>Explicit Teaching:</th>
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</table>
| The teacher poses a problem using a ‘think aloud’ strategy: They share a story about having a discussion 3/5 with their family the night before about how to decide if it is bigger than 2/8 and models a process for determining it using dual number lines and paper folding. The teacher models the language of reasoning ‘I know that my answer is right because…’

Teacher explanation of the task:
Students work in pairs on the task (as shown below). They are reminded about the importance of recording their strategy and the possible tools and supports (paper, number lines, counters and grids) they may use to explain their thinking if they are asked to contribute to the class discussion at the end of the lesson.

**Student Action: (Guided and Independent)**
Students work on the task:

<table>
<thead>
<tr>
<th>Fraction Pairs</th>
<th>Which Fraction is Larger?</th>
<th>Record Your Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/4 3/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/10 7/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/16 6/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/7 5/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/9 3/4</td>
<td></td>
<td></td>
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<tr>
<td>4/3 7/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/6 7/8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/4 7/9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Review:**
The teacher draws the class back together for the maths lesson review. Students bring their recorded thinking and the teacher asks some students to share their mathematical thinking and new learning. The teacher also ensures students have opportunity to share any confusions or uncertainties they have about the task they have worked on. (These students were identified by the teacher observations while the students were working on the task.)

Students who created the video tutorial share their work with the class and answer clarifying questions from their classmates and the teacher.

The teacher concludes the lesson with a self-assessment task by asking the students revisit the learning intentions and record a quick write in their maths learning log. To scaffold this process, the teacher provides the sentence starter ‘When you want to decide if one fraction is bigger than another you…’

The teacher reflects on the lesson and the formative assessment information that has been collected and decides that the key ideas of comparing fractions needs to be revisited for some students using a range of models.

**Next Steps:**
For other students who are ready to move on, the teacher prepares a short test using Improve. The questions are taken from Year 5, 7 and 9 NAPLAN and require a comparison of fractions, decimals and percentages. This will be used to find out more about these students’ level of understanding of these concepts and processes.

For those students the teacher plans to use an interactive website where students compare, fractions, decimals and percentages at a range of levels of difficulty.

Some students are asked to begin with the last two problems and to also compare 3/16 and 10/24 or 17/4 and 13/2. Using the extension strategy of most difficult first students are asked to begin with the most difficult problems and are then given more challenging problems to test their depth of understanding. The teacher is to prepare a video tutorial to support someone in understanding how to compare fractions.

Other students are provided with an enabling prompt. They are given a simpler number line and reminded about the folding on the rope in the earlier whole class activity.

For one student, adjustments are made using the Australian Curriculum Numeracy Continuum Level 1a (Using fractions, decimals and percentage) with an adjusted task related to recognising one half of various materials and representations.

**Adjustments:**
For one student, adjustments are made using the Australian Curriculum Numeracy Continuum Level 1a (Using fractions, decimals and percentage) with an adjusted task related to recognising one half of various materials and representations.

Encourage peer to peer support with materials and models

| http://www.acuedu.au/... | data/assets/pd_file/2019/37/032/MTMS_Clarke_Roche_and_Mitchell(len_practical_tips_for_making_fractions_come_alive.pdf) |

The students using the numeracy continua will work on making representations of halves and quarters with paper and other materials or using ICT or mobile devices.

<table>
<thead>
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| The teacher draws the class back together for the maths lesson review. Students bring their recorded thinking and the teacher asks some students to share their mathematical thinking and new learning. The teacher also ensures students have opportunity to share any confusions or uncertainties they have about the task they have worked on. (These students were identified by the teacher observations while the students were working on the task.)

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For those students the teacher plans to use an interactive website where students compare, fractions, decimals and percentages at a range of levels of difficulty.

The students using the numeracy continua will work on making representations of halves and quarters with paper and other materials or using ICT or mobile devices.
Questions for reflection

1. Have I identified the major focus for the lesson?
2. How will my students understand the learning goals for the lesson?
3. How will we engage student interest in this lesson?
4. How will the lesson be structured to ensure that the content is covered and that students are engaged?
5. What formative assessment will I use to determine the extent of student learning? How will I use this information?
6. How have I planned for the most effective use of the resources that are available?
7. How will I evaluate the lesson and decide on its success?
8. How will I differentiate the content, process, product and learning environment?
9. Does my lesson cater for every student in my class?

**Years 5–6 English – writing an information report**

A group of teachers from Years 5 and 6 have used formative assessment to ascertain that their students need extra support with how to write an effective Information Report. The teachers examine the English achievement standards noting that students are expected to explain their choice of language features and images. The teachers also work with the support teacher to plan for a student with learning difficulties. The teacher introduces the lesson with explicit teaching and modelling from texts to focus on:

- different types of opening statements
- sequencing of events
- language features such as headings, subheadings, labels and captions
- a sense of audience and how to select relevant information and images, including graphs, maps or tables.

The students then work on a geography information report about a country of Asia. The teacher supports students as they work, providing individual instruction and feedback.

At the end of the lesson, students review and reflect on their learning, completing an exit card to indicate the aspects of report writing where they would like further help.

**Year 8 Science – states of matter**

A Year 8 teacher plans for a double science lesson to engage students in a unit on states of matter. They begin by having the students carry out an investigation into how varying the amount of one ingredient affects the property of slime. Following this investigation, the students discuss their findings, what made their test fair and how they controlled variables.

The teacher poses the question of whether slime is a solid or liquid. After a general class discussion the students work in small groups. The groups have been established by the teacher to optimise the learning experience for each student. Each group writes definitions of what makes something a solid, liquid or gas.

The teacher concludes the lesson by drawing a table on the board to which each group contributes dot points about the characteristics of solids, liquids and gases. The teacher suggests modifications where they are needed. The teacher saves the list of characteristics to the class Fronter room, so that it can be accessed by all students.
REFERENCES AND FURTHER READING


