

# Curriculum Planning Template – Mock up Template for Primary

## STAGE IV: REFLECTION

**Consideration of Planning & Process (text box only)** Reflections are the professional comments required throughout & upon completion of each unit of study. Reflections are dated to afford continuous and strategic evaluation of teaching and learning over time.

## STAGE I: IDENTIFY DESIRED RESULTS

**YCIS Curriculum Framework (drop down menu)** - Standards chosen from the YCIS Frameworks

**Enduring Understandings (text box only)**  
***Students will understand that...***

What are the big ideas? What specific understandings about them are desired?

**Essential Questions (text box only)** EQs are based on the enduring understandings. What provocative questions will guide student inquiry, understanding and transfer learning?

**Skills (text box only) – *What do we want students to be able to do...***

**Knowledge (text box only) – *What do we want students to know...***

**YCIS Philosophy & Objectives (drop down menu & text box)** – P&Os identified relevant to the unit of work

## STAGE II: DETERMINE ACCEPTABLE RESULTS

**Assessment Strategies (drop down menu)** – Varied assessment opportunities for students to demonstrate learning in content, skills, concepts and understandings.

Process:

- You have developed an appropriate pre-assessment to determine areas of understanding or areas that need further development, prior the commencement of the unit.
- You have considered a variety of assessment methods both formative and summative and determined how best to assess understanding of the guiding questions and all LO's (**Remember 6 facets of understanding**)
- You have created a culminating performance task that enables students to demonstrate transferable knowledge and skills. (Focus on topic)
- Assessments, rubrics and cover sheets are attached in 'Assessment' section.
- The standards covered by the assessments have been identified and ticked.

Formatting:

- Name the assessment
- Select the appropriate assessment method and assessment type
- Select the standards that will be assessed for this assessment
- Attach resources, rubrics and coversheets used

## STAGE III: PLAN LEARNING ACTIVITIES

### **Cross-Curricular Links (text box only)**

Interdisciplinary links connecting learning objectives, topics, themes and outcomes across multiple subject areas.

### **Technology Integration (text box only)**

Tech. integration is the use of technology tools in all subject areas in order to allow students to learn and apply computer and tech. skills to learning and solving problems skills.

**Key Terms / Vocabulary (text box only)** This category identifies key vocabulary and phrases essential for children to know, understand and use in context.

**Resources (text box only)** – Any physical materials/equipment that teachers will need to for each lesson

## Differentiation

**Differentiation by Content (text box only)**

**Differentiation by Product (text box only)**

**Differentiation by Process (text box only)**

**Differentiation by Environment (text box only)**

**Learning Activities (text box only)** Learning Activities are the specific experiences, tasks, and strategies utilised in the classroom for the intent to help students learn effectively. Learning activities also outline differentiation of tasks & co-teaching strategies.

Formatting:

- Each lesson must be titled with its number in the format – L6
- Each lesson has a clear learning objective.  
This should be typed in the format – L/O: Students will learn to sequence a story.
- Each lesson has clear success criteria.  
This should be typed in the format – S/C: I have identified the beginning, middle and end of a story.
- There is a separate lesson for each day.
- The structure of each lesson must be clearly laid out. You must choose from the following headings: Starter/Introduction, Main teaching, Activities, Plenary.
- The plan specifies which resources will be used in each lesson and are attached. Resources should be titled **L6: Notebook**.
- **Differentiation** must be clearly written within each lesson and highlighted by the heading- Differentiation. A brief explanation of how the lesson will be differentiated using any of the four domains should be written here.
- **Ensure that the language used in planning reflect the language of the standards. For example:**
  - Use the words instructions rather than procedure
  - Verbs rather than doing words
  - Adjectives rather than describing words

**Starter:****Main teaching:****Activities:**

Description of the activity

**Differentiation:****Ex 1**

Similar content, differentiated process (short division)

LA: Teacher support group. Begin with 2 digit numbers and then move up to 3 digit numbers with understanding.

MA: Work with 3 digit numbers, moving to 4 digit numbers with understanding

EE: Students to write word problems and exchange for solving when skill work is finished: 4 digit numbers.

**Ex 2**

Students grouped according to reading comprehension level

LA: PM level ~22

MA: PM level ~25

HA: PM level 28+

**Ex 3**

Student choice board, according to interest and learning style

**Plenary**