

Learning Management Plan for Kelvin		Learning Management Plan Focus				
(1) What does my Learner Already Know? Whole number addition/subtraction Using mental imagery to solve problems	(2) Where does my learner(s) need / want to be? My learner will be able to: Multiplication with decimals Working with fractions Assessment capability	(5) What will constitute the learning journey?				
		LEP Sequence No.	LEP/ Lesson sequence/ Outcome focus (LMQ2)	Learning Experiences What is to be taught? What are the Sequential Strategies	Main DoL focus	Time Frame (LMQ4)
		1	Fractions	Comparisons, equivalency, addition and subtraction	Investigate equivalent fractions used in contexts ACMNA077	1 week
		2	Multiplication and Division	Whole numbers. Confirmation and extension.	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder ACMNA076	0.5 weeks
		3	Multiplication and Division	Decimals and fractions	As above	2 weeks
(3) How does my learner best learn? Through visual and mental exploration of the problem(s). Physical exploration. Group activities.	(4) What resources do I have at my disposal? Smart board, previous tests, other preformed assessment materials. ICT resources, e.g. tablets Other students	Concurrent	Testing capability		Build testing familiarity and comfort	4 weeks
		(6) Who will do what? CT will develop specific learning materials to aid Kelvin's progress towards each of the above goals. LSO will provide additional support during classes to assist Kelvin, when required and as available. Kelvin will also repeat tests and take similar tests at regular intervals to become more familiar with them.				
		(7) How will I check to see my learner has achieved the defined learning outcomes? Through further assessment, with and without other class members. Through observation of inquiry-based learning in the classroom.				
		(8) How will I inform the learner and others of the learner's progress? Regular informal in-class feedback directly to the learner and through reporting of assessment progression to the student and others. E.g. parents and senior teachers.				