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| 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 | (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](http://www.scootle.edu.au/ec/search?accContentId=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](http://www.scootle.edu.au/ec/search?accContentId=ACMNA076) | 0.5 weeks | | 3 | Multiplication and Division | Decimals and fractions | As above | 2 weeks | | Concurrent | Testing capability |  | Build testing familiarity and comfort | 4 weeks | |
| (2) Where does my learner(s) need / want to be?  My learner will be able to:  Multiplication with decimals  Working with fractions  Assessment capability |
| (3) How does my learner best learn?  Through visual and mental exploration of the problem(s).  Physical exploration.  Group activites. |
| (4) What resources do I have at my disposal?  Smart board, previous tests, other preformed assessment materials.  ICT resources, e.g. tablets  Other students |
| (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. |