

2020	Unit: _____ Term: _____
What needs are you addressing?	
Mindset we want students to have	
Key Skills to develop (2-3 only)	
Habitual Practices we want students to develop	
Norms and Agreements	
Possible Strategies	

## Example Pre-Planning

2020	Unit: Diversity and Evolution – Living Things (Year 5/6) <span style="float: right;">Term: 2</span>
<p><b>What needs are you addressing?</b> <i>What am I seeing currently?</i></p>	<p>Currently students believe that the learning process is complete when feedback is provided and they are hesitant to reflect upon feedback to improve their work so we need to reinforce students to develop strategies to regulate their learning (Level D, Self-regulated learning in the classroom, p. 23).</p>
<p><b>Mindset we want students to have</b></p>	<ul style="list-style-type: none"> <li>• Feedback can help me to reflect upon and improve my work.</li> <li>• Solving problems by breaking problems down into smaller parts (decomposition; computational thinking framework and processes and production skills).</li> </ul> <p>Possible Mantras:</p> <ul style="list-style-type: none"> <li>• Fast Feedback helps me Improve</li> <li>• Break it Down to Solve</li> </ul>
<p><b>Key Skills to develop (2-3 only)</b></p>	<ul style="list-style-type: none"> <li>• Using Computational Thinking Framework/Processes and Production Skills.</li> <li>• Using different feedback strategies to improve their work.</li> <li>• When they do not do well, they can then work out why and what they could do differently.</li> </ul>
<p><b>Habitual Practices we want students to develop</b> <i>(regularly or repeatedly doing or practicing something or acting in some manner : having the nature of a habit)</i></p>	<ul style="list-style-type: none"> <li>• Students to be interested and active participants in their learning.</li> <li>• Students handing in their best effort (personal best model)</li> <li>• Students to know, understand and use key vocabulary (e,g, decomposing the problem by breaking it into its parts, design thinking process).</li> <li>• Students seeking feedback from peers and/or teacher on a regular basis.</li> </ul>
<p><b>Possible Strategies</b></p>	<ul style="list-style-type: none"> <li>• Regularly conferencing with students (ensure that I am meeting with students once every two weeks) using template provided.</li> <li>• Modelling the vocabulary in-class.</li> <li>• Provide students with opportunities to give peer-feedback.</li> <li>• Graphic organiser for processes and production skills.</li> <li>• Flow Chart for problem solving and design process (displayed and provided for student reference)</li> </ul>