

10 Steps to planning a unit

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| Step | Decide on a unit and consider how that might be adapted to meet the needs of your children, provide opportunities for experiential learning. Think of ideas/ways to engage the children. |
| Step | Familiarise and examine the suggested phases of learning for the unit. At this point can you see where there are other opportunities to design a unit that embraces other areas of the curriculum? |
| Step | Decide on opportunities for possible experiential learning and incidental writing that could occur at various points throughout the unit. Decide where experiential learning takes place. Will it be at the beginning of the unit, acting as a stimulus/motivational tool or somewhere else pertinent to the focus? |
| Step | Use of A4L approaches to: <ul style="list-style-type: none">• identify where children are at the moment• identify next steps- This will help to identify what the focus is for the unit.- (APP material may aid this process) |
| Step | Planning a unit is, in part, about knowing what the possible written outcomes might be. The outcomes would be linked to the learning objectives and units as outlined in the renewed framework. Which techniques and teaching strategies will best enhance the learning objectives? |
| Step | Have other incidental writing opportunities in mind that may be integrated into the emerging unit. |
| Step | Consider visual literacy approaches and how you might use ICT to enhance this experience for children. |

These steps are unnumbered because they are seen as aspects that would fit around the perimeter of a circle with the plan in the centre. This enables teachers to plan in their preferred manner. Planning should be flexible, annotated frequently; it should be focused but led by children's interests, engagement and ongoing teacher assessment.