

Learning Management Plan for: Grade 5/6

Focus: Numeracy - Transformations

Date: week beginning Monday 25th August 2014

(1) What does my Learner Already Know?

- The 5/6 group have a limited understanding of the various concept of transformation in terms of identifying, recognising and comparing shapes, line and rotational symmetry.
- Due to varied learning abilities some students will need extra scaffolding and support
- Lessons will be planned to cater for all learning capabilities through individual and task work.

(2) Where does my learner(s) need / want to be?

Be confident to identify the concepts of:

- Translation, reflection and rotation
- Compare size, location, orientation and shape properties
- Divide a shape along its line(s) of symmetry
- Discover similarities and differences between transformations

Australian Curriculum Content:

Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries (ACMMG114)

(5) What will constitute the learning journey?

LEP Sequence No.	Learning Experiences What is to be taught? What are the Sequential Strategies
1	Identify transformations of translation, rotation and reflection
2	Compare shapes after transformations.
3	Identify line and rotational symmetries
4	Recognise shapes that have rotational symmetry.

<p>(3) How does my learner best learn?</p> <ul style="list-style-type: none"> • To use teaching strategies which incorporate theoretical, practical and relevant examples and activities. • Create focus groups or scaffolding for students struggling with concepts with the use of mentor and support staff. • Extend stronger learners with further activities 	<p>(6) Who will do what?</p> <p>I will introduce the Learning Intention and success criteria for each lesson. Begin lessons with various examples that are relevant and interesting to the lesson. I will explicitly instruct objectives of lesson, expected behaviour and tasks to be completed, whether individual or group. Further tasks or homework to be discussed.</p> <p>My mentor, support staff and I will assist students and groups when further support is required.</p>
<p>(4) What resources do I have at my disposal?</p> <ul style="list-style-type: none"> • MYL's • Curriculum framework • Teacher resources • Mentor feedback • Relevant ICT content 	<p>(7) How will I check to see my learner has achieved the defined learning outcomes?</p> <ul style="list-style-type: none"> • Through continues monitoring and observational assessment of each student's work. • Review of assessment tasks and bookwork. • Mentor feedback and reflective practice.
	<p>(8) How will I inform the learner and others of the learner's progress?</p> <ul style="list-style-type: none"> • Through continue formal and informal feedback. • Assessment criteria for each student to match our learning intention and success criteria.