

Planning a Unit of Work in Mathematics

Prioritise the learning objectives for the unit

Will you cover some of these objectives again in later units or blocks? (*refer to mid term planning*)
If you are only going to cover some of these objectives once in this block you may wish to give them greater emphasis.
If you are going to revisit them in later blocks or units you may wish to give them less emphasis.

However, the emphasis that you put on the objectives MUST be guided by:

- The Learning Overview – this gives the depth each objective requires and how they link together.
- Previous assessments and knowledge of the children. What do they know already? What do they need to consolidate? What do they need to be taught directly?

Read the Learning Overview

The Learning Overview shows you how the learning objectives can be linked together. It also helps you identify the **key ideas** of the unit.

Identify vocabulary for the unit.

Remember the vocabulary listed is for the whole **block**.

Read the Prior Learning

Remember the prior learning is for the whole **block**. You will need to decide which of these prerequisite knowledge, skills and understanding children will need to progress through the unit and therefore which ones to assess and review. The traffic light system is useful for this.

Planning Style 1:

This planning style suits blocks with easily linked objectives and key ideas.

Guidance for a 2-week block
Lesson 1: Review
Lesson 2 – 6: Direct teaching
Lesson 7 – 9: Apply
Lesson 10: Assess

Guidance for a 3-week block
Lesson 1: Review
Lesson 2 – 8: Direct teaching
Lesson 9 – 13: Apply
Lesson 14 – 15: Assess

Plan the Unit

Sketch out a plan of when and how you will teach the ideas over the unit.

What is the focus for the mental and oral starters?

What models and images will I use to support the learning?

What key questions will I use?

How will I challenge more able children?

How will I teach the aspects of using and applying?

What range and type of experience will I give the children?

What will my success criteria be?

Planning Style 2:

This planning style offers the greatest flexibility. It is useful when planning a unit with two or more key ideas that are not easily linked.

You may wish to take one or two objectives and review them first, deliver some direct teaching, apply and assess them before moving on to the next one or two objectives. Therefore your planning may look like this for a 2-week block:

Review - Direct teaching – Apply – Assess
Review - Direct teaching – Apply – Assess

AfL: Assess the children as you work through the unit and change the plan and the focus of teaching as determined by the children's learning.

AoL: assess the children who have achieved the learning objective and record on the key objective record sheet

Evaluate the aspects of the unit that went well and indicate future priorities for learning.