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| Learning Management Plan for Year 7 Science | Learning Management Plan Focus |
| (1) What does my Learner Already Know?  The students already understand how matter is made up of particles and how these particles move when they are given energy. They already have an everyday understanding of how water exists as ice, as a liquid and as steam. They also have an understanding of clouds, precipitation, freezing and evaporation. | (5) What will constitute the learning journey?   * Discussion and understanding of the practical work to be done and how this is to be written up * Review of this discussion during the next lesson * Conducting the experiment and recording observations and results * Making a table of results and together learning how to plot these results. I will move among the students to ensure everyone has a grasp on this as well as encouraging students who are able to do the task to help their neighbours. * Discussion on how to come up with a conclusion and the students either making their own, or taking suggestions on what to include. * Observation of an attempt to compress water followed by discussion on how this relates to our previous attempt to compress air * Discussion of particles expanding and how this relates to the concept of density. * Observation of a practical involving the expansion of water and how this ties in with density and the transfer of energy to particles in matter. |
| (2) Where does my learner(s) need / want to be?  My learner will be able to:  Safely conduct an experiment, working as part of a team. Make observations and take measurements and transfer these into tabled and graphed results. Draw a conclusion from the experiment and make a complete written practical report. (Procedural Knowledge).  Understand the Water Cycle and how this relates to what was seen in the experiment. Understand the concept of density and how this relates to the number of particles in a substance and how close they are together. Understand compression and expansion of matter and how this relates to particles of matter taking on or losing energy. (Declarative Knowledge). |
| (6) Who will do what?  Students will write up their practical reports and conduct the experiment under supervision. They will draw the Water Cycle and take down various short notes about the work. There will be continual discussion, encouragement to observe and questions. Students will observe a demonstration and then be encouraged to include a recount of this in their books. |
| (3) How does my learner best learn?  Through discussion, involvement and participation. | (7) How will I check to see my learner has achieved the defined learning outcomes?  By engaging the whole class in discussion and questions I will be able to see if the learning outcomes have been achieved. The level of interest and participation will be a good indication of the level of interest and consequently the level of learning. |
| (4) What resources do I have at my disposal?  Practical equipment in the Science Laboratory. Blackboard, coloured chalk. | (8) How will I inform the learner and others of the learner’s progress?  Students will be encouraged to participate and given positive reinforcement of making observations during the practical work, and drawing conclusions and asking questions during the discussions.  I will have a one-on-one discussion with the class teacher on how the lessons went and whether we are in agreement as to the learner’s progress. |