

## Planning Templates Exemplar

The framework below is intended to outline a possible progression of scaffolding practices, which have been selected to support the development of the identified Significant Aspects of Learning.

Similarly the Executive Function skills that are identified will help in the achievement of the scaffolding practices.

Significant Aspects of Learning	<b>Coordination</b> (physical competencies) – <b>Sequential thinking</b> (cognitive skills) – <b>Cooperation</b> (personal qualities)				
Progressions	<b>Early Level</b>	<b>First Level</b>	<b>Second Level</b>	<b>Third Level</b>	<b>Fourth Level</b>
Scaffolding Practices	Moving and thinking Aeroplanes and helicopters Making movement numbers Tap and lift fingers	Moving and thinking Misdirection signals Running opposites Touch and lift	Making movement sequences with the number 4 Movement mirror Square – Cross sequence	Knee accent on 3 Opposite-opposite same Crossing arms pattern Copy 4	Alternating arms standing Count 5 jumping pattern 2- handed juggling
Executive Function Skills	Focus of attention Planning Working memory	Focus of attention Cognitive flexibility Inhibitory control	Focus of attention Inhibitory control Working memory	Focus of attention Planning Goal-directed behaviour	Focus of attention Working memory Inhibitory control

### Assessment;

The responses of your learners through what they say, write, make or **do** will help you to 'tune in' to their progress in learning, and to talk with them about what their next steps might be.