

Unit plan template

Plan the intended learning, decide what evidence will show success, then sequence teaching and review its impact. Replace bracketed prompts and duplicate learning-experience rows as needed. Optional fields may be left blank.

Unit overview

Planning field	Your unit
Unit title	[Title]
Author and school	[Teacher / team and school]
Year level and learning area	[Year / band and subject]
Curriculum and jurisdiction	[Framework, version, jurisdiction and source URL]
Duration and timetable	[Weeks, lessons per week, minutes per lesson and interruptions]
Dates	[Start and end dates as DD/MM/YYYY]
Version and review date	[Version; reviewed DD/MM/YYYY]
Tags or connections (optional)	[Themes, capabilities or cross-curricular connections]

Unit purpose and summary

What will students learn, why does it matter, and where will they use it? Include the unit context or driving question.

[Enter your response]

Learners and prior learning

Identify prerequisite knowledge, learner strengths, likely misconceptions, relevant cultural context and access needs.

[Enter your response]

Planning assumptions and constraints

Record assumptions to confirm, available resources, timetable limits and any fixed assessment requirements.

[Enter your response]

Stage 1 Desired results

Identify the curriculum that this unit actually teaches and assesses. Keep official requirements separate from your teaching decisions.

Outcome ID and source	Code and official description	Taught or assessed
[O1; source URL / page and version]	[Exact code and wording]	[Taught / assessed / both]
[O2; source]	[Code and wording]	[Coverage]

Enduring understandings and transfer

Students will understand... Students will independently use their learning to...

[Enter your response]

Essential questions

What open questions will sustain inquiry and connect learning across the unit?

[Enter your response]

Learning intention	Success criteria	Outcome IDs
[LI1: Students will learn to...]	[SC1: Observable evidence of success]	[O1]
[LI2]	[SC2]	[O2]

Knowledge and skills

Students will know... Students will be able to... Identify concepts, facts, procedures and disciplinary practices with stable IDs (K1, K2). Note prerequisites and misconceptions.

[Enter your response]

Vocabulary	Student-friendly definition
[Term]	[Definition and example]
[Term]	[Definition and example]

Stage 2 Assessment evidence

Plan evidence before activities. Link each assessment to outcomes and success criteria, and provide formative practice before summative use.

Diagnostic assessment

What entry task will reveal prior knowledge and misconceptions? How will its results change teaching?

[Enter your response]

Assessment and timing	Evidence and alignment	Feedback and response
[A1: formative check; lesson]	[What students produce; O / LI / SC IDs]	[Feedback; reteach or extend decision]
[A2: summative task; due date]	[Evidence; O / LI / SC IDs]	[Feedback and next steps]

Summative task and conditions

Describe the task, audience or purpose, product, timing, permitted support, access adjustments and evidence of individual learning. Preserve any supplied task requirements.

[Enter your response]

Rubric or assessment criteria

Rename performance levels to match your context. Describe observable quality for each criterion; attach an existing rubric if appropriate.

Criterion and links	Developing	Secure	Extending
[Criterion; SC / O IDs]	[Descriptor]	[Descriptor]	[Descriptor]
[Criterion; SC / O IDs]	[Descriptor]	[Descriptor]	[Descriptor]

Assessment coverage check

Which lesson teaches and practises each assessed outcome? Identify gaps, moderation needs and opportunities for student self-assessment.

[Enter your response]

Stage 3 Learning plan

Use one row per lesson, sequence of lessons or project milestone. Duplicate rows as needed. Link outcomes (O), knowledge (K), learning intentions (LI), success criteria (SC) and assessments (A) to the earlier sections.

Hook and unit introduction

[Connect prior learning, establish the purpose and introduce the essential questions.]

Teaching and learning experiences

Notional hours	Content descriptions	Subject matter	Sample learning experiences	Possible resources	Adjustments
[Hours]	[L1: title; week / dates] [Curriculum content; O IDs]	[Key knowledge and skills; K IDs] [Prerequisites / revisiting]	[LI / SC links] [Ordered teaching and activities; minutes; modelling and practice] [Formative check; A ID; feedback and next step]	[Texts, equipment and links] [Full lesson plan]	[Scaffolds, extension and UDL] [Accessible alternatives]
[Hours]	[L2: title; week / dates] [Content; O IDs]	[Knowledge and skills; K IDs]	[LI / SC links] [Teaching and activities] [Evidence, feedback and next step]	[Resources / links]	[Adjustments]
[Hours]	[L3: title; week / dates] [Content; O IDs]	[Knowledge and skills; K IDs]	[LI / SC links] [Teaching and activities] [Evidence, feedback and next step]	[Resources / links]	[Adjustments]

Unit pacing and transitions

[Connect lessons, revisit key ideas, schedule milestones and catch-up time. Check total hours and activity minutes.]

Resources and accessibility

[Check sources, availability, permissions and safety. Plan captions, readable formats, image alt text and accessible alternatives.]

Stage 4 Reflection and revision

Complete after teaching. Use student work and feedback to decide what to retain, reteach or change.

Student reflection

What can I now explain or do? What evidence shows my progress against the success criteria? What feedback did I use, and what is my next goal?

[Enter your response]

Teacher reflection

Which outcomes were met, and what evidence supports this? Where did learners struggle? How effective were the sequence, timing, resources and adjustments?

[Enter your response]

Change for the next unit	Evidence or reason	Owner and review date
[Retain / revise / remove]	[Student work, feedback or observation]	[Name; DD/MM/YYYY]
[Action]	[Evidence]	[Name; date]

Before teaching checklist

- Curriculum codes, wording and versions are traceable to their sources.
- Every assessed outcome is taught and practised before assessment.
- Learning intentions, success criteria and evidence align.
- Prerequisites, misconceptions and deliberate revisiting are visible.
- Formative checks inform feedback, reteaching and extension.
- The sequence is feasible within the available time and resources.
- Access needs, differentiation and student voice are considered.
- Optional sections are adapted to the local context and placeholders replaced.

Template version 1.1 • Curriculum Stack