

“The Consistent Unit Plan”

is a way of designing a teaching unit so that **every lesson follows a predictable, repeatable structure**.

The basic idea is:

Keep the teaching routine consistent while changing the learning content.

For a child such as Oscar, this can be particularly useful because it reduces the amount of mental effort needed to work out *what is happening next*, allowing more attention to be given to the mathematics or literacy being taught.

A **Consistent Unit Plan** might look like this:

1. **Sensory/attention warm-up** – short activity to prepare for learning.
2. **Recall** – revisit something already learned.
3. **Explicit teaching** – introduce or model the new skill.
4. **Guided practice** – adult and child work through examples together.
5. **Active/practical activity** – use the skill in a concrete way.
6. **Independent practice** – a short, achievable task.
7. **Mini-plenary** – check what has been learned.
8. **Immediate reward** – sticker, praise or preferred activity.
9. **Quick precision-teaching check** – measure accuracy/speed where appropriate.
10. **Preview** – briefly indicate what comes next.

Why it can be powerful

The consistency creates **predictability**. The child doesn't have to continually adapt to a new lesson format. Over time, the routine itself becomes familiar and increasingly automatic.

For an intervention programme, you could therefore have:

Unit 1 – Place Value

Unit 2 – Partitioning

Unit 3 – Addition

Unit 4 – Subtraction

...but each unit uses exactly the same lesson architecture.