Sample Curriculum-Aligned Learning Plan

This fictional example illustrates how we prepare curriculum-aligned learning plans for families who need documentation for schools or educational authorities.

Although this example is written in English so international visitors can explore the structure, an actual plan for a Danish family would naturally be written in Danish and aligned with the current Danish legislation, the Folkeskole Act, and the relevant Common Objectives (Fælles Mål).

Student

Name: Emma (fictional)

Age: 10 years

Educational setting: Home education

Plan period: August 2026 – June 2027

Equivalent school year: Danish Grade 4

Country: Denmark

Curriculum framework: Folkeskoleloven, Folkeskolens formål and Fælles Mål

Review date: January 2027

Educational Philosophy

This learning plan has been developed with reference to the Danish Folkeskole Act (§1), the Overall Purpose of the Folkeskole (Folkeskolens formål), the subject purposes for Danish and Mathematics, and the relevant Common Objectives (Fælles Mål).

The plan respects both the legal framework for Danish home education and the family's right to organise learning in ways that best support the individual learner.

Planning begins with the learner.

Emma's strengths, interests, developmental level and preferred ways of learning form the foundation of the plan.

Learning activities are then designed to support the relevant curriculum objectives while remaining meaningful, motivating and appropriate for Emma.

Legislative and Curriculum Framework

This learning plan has been prepared with reference to:

• The Danish Folkeskole Act (§1)

• The Overall Purpose of the Folkeskole (Folkeskolens formål)

• The Subject Purpose for Danish (Formål for faget Dansk)

• The Subject Purpose for Mathematics (Formål for faget Matematik)

• The Common Objectives (Fælles Mål), including the relevant competency areas and learning objectives for Grade 4.

How this plan reflects the Danish Folkeskole Act

This learning plan supports the intentions of **§1 of the Danish Folkeskole Act** by:

• fostering curiosity and a lifelong desire to learn

• supporting Emma's personal, academic and social development

• strengthening communication and participation

• encouraging creativity, imagination and independent thinking

• creating opportunities to explore Danish culture while developing understanding of other cultures

• promoting democratic participation, responsibility and respect for others through everyday learning experiences

Curriculum Alignment and Planning Principles

This learning plan has been developed with reference to the Danish Common Objectives (Fælles Mål) for Grade 4.

For each subject, selected competency areas, learning objectives, and relevant attention points have been chosen based on Emma's current developmental level, learning profile, educational needs, and long-term learning goals.

Rather than following curriculum objectives in a strictly chronological manner, the plan prioritises meaningful progression while maintaining alignment with the intentions of the Danish curriculum.

Student Profile

Emma is a curious and reflective learner who enjoys reading stories, creative projects, nature, baking and practical mathematics.

She learns best when new knowledge is connected to real-life situations and when she is given time to explore topics in depth.

She benefits from visual structure, project-based learning, movement, and meaningful conversations.

Emma demonstrates her understanding confidently through authentic tasks, discussions, practical activities and portfolio work.

Subject Example 1 – Danish

Overall purpose

Learning activities are designed with reference to the overall purpose of Danish in the Danish Folkeskole, supporting language development, communication, reading comprehension, creativity, cultural understanding and participation.

Selected competency areas

• Reading

• Writing

• Interpretation

• Communication

Selected competency objectives

• Develop confident reading strategies across different text types.

• Express ideas clearly in both spoken and written Danish.

• Interpret and reflect on literary and multimodal texts.

Relevant attention points (Fælles Mål)

The following attention points from Fælles Mål for Danish have been given particular consideration when planning Emma's learning activities:

• Supporting the transition from learning to read towards reading to learn.

• Strengthening reading comprehension through meaningful and varied texts.

• Developing confidence in written communication across different genres.

Long-term learning goal

Emma will gradually become a confident reader and communicator who enjoys using language creatively while developing reading comprehension, writing skills, critical thinking and cultural understanding.

Individual learning objectives

During the 2026–2027 school year Emma will work towards:

• reading increasingly varied texts independently

• writing longer coherent texts

• participating confidently in conversations and discussions

• reflecting on stories and literature

• strengthening spelling and written communication through authentic writing

Suggested learning activities

• Family book club

• Reading novels together

• Writing a travel journal

• Producing a small family magazine

• Recording podcasts about books

• Cooking while following written recipes

• Visiting libraries and museums

• Writing letters and emails

Subject Example 2 – Mathematics

Overall purpose

Learning activities are designed with reference to the overall purpose of Mathematics in the Danish Folkeskole, supporting mathematical understanding, problem solving, communication and the practical application of mathematics in everyday life.

Selected competency areas

• Mathematical competencies

• Numbers and algebra

• Geometry and measurement

• Statistics and probability

Selected competency objectives

• Apply mathematical reasoning to everyday situations.

• Use mathematical language to explain solutions.

• Develop secure understanding of number relationships.

Relevant attention points (Fælles Mål)

The following attention points from Fælles Mål for Mathematics have been given particular consideration:

• Developing secure number sense and flexible calculation strategies.

• Applying mathematics in authentic everyday situations.

• Strengthening mathematical communication and reasoning.

Long-term learning goal

Emma will develop confidence in applying mathematics naturally in everyday situations while strengthening logical thinking, problem-solving skills and mathematical communication.

Individual learning objectives

During the 2026–2027 school year Emma will work towards:

• applying the four basic operations confidently

• solving practical everyday mathematical problems

• understanding fractions and simple decimals

• measuring length, time and weight in real situations

• collecting and presenting simple data

Suggested learning activities

• Cooking and adjusting recipes

• Budget planning for family shopping

• Measuring materials during creative projects

• Nature walks involving distance and mapping

• Board games involving strategy and probability

• Building geometric models

• Collecting weather data and creating graphs

Documentation of Learning

Learning is documented continuously through:

• portfolio work

• photographs

• written work

• reading logs

• project documentation

• conversations

• learner reflections

• short video presentations

• observations made during authentic learning situations

Review and Revision

This learning plan is intended to be a living document.

Learning goals, activities and documentation methods may be adjusted throughout the school year to reflect Emma's development, interests and emerging educational needs while maintaining alignment with the relevant curriculum framework.

Assessment and Review

Emma's progress is monitored continuously throughout the 2026–2027 school year through observation, dialogue, portfolio work, practical learning activities and completed learning tasks.

Progress is reviewed in relation to the selected competency objectives and relevant attention points identified within the Danish Common Objectives (Fælles Mål), while taking Emma's developmental progression and individual learning profile into account.

The learning plan is reviewed periodically and updated where appropriate to reflect Emma's progress, emerging learning needs and continued alignment with the curriculum framework.